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POST HIGH SCHOOL DISTRIBUTIVE EDUCATION IN BUCKS COUNTY, PENNSYLVANIA, A FEASIBILITY STUDY.

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THE OBJECTIVE OF THE STUDY WAS TO PROVIDE A DESCRIPTIVE BASE FOR THE DEVELOPMENT OF POST-HIGH SCHOOL PROGRAMS IN DISTRIBUTIVE EDUCATION. BASIC DATA WERE PROCURED FROM INTERVIEWS WITH SELECTED GOVERNMENT OFFICIALS, EDUCATORS, AND OWNERS AND MANAGERS OF BUSINESSES DEEMED BEST QUALIFIED TO PROVIDE THE DESIRED INFORMATION. THE REPORT INCLUDES--(1) BACKGROUND INFORMATION, OBJECTIVES AND PROCEDURES USED IN THE STUDY, (2) THE PRESENT STATUS OF DISTRIBUTIVE EDUCATION IN BUCKS COUNTY, (3) A SUMMARY OF TYPICAL POST-HIGH SCHOOL DISTRIBUTIVE EDUCATION PROGRAMS IN THE UNITED STATES, (4) A PROJECTION OF EMPLOYMENT IN SELECTED DISTRIBUTIVE TRADES IN SELECTED AREAS, (5) RESULTS OF SURVEYS OF VOCATIONAL INTEREST, OPPORTUNITIES, AND JOB REQUIREMENTS IN BUCKS COUNTY, AND (6) CONCLUSIONS AND PROPOSED PROGRAMS IN POST-HIGH SCHOOL DISTRIBUTIVE EDUCATION FOR BUCKS COUNTY TECHNICAL SCHOOL. THE CONTENT OF THE 42 TABLES RANGES FROM "DISTRIBUTIVE EDUCATION CURRICULA IN SELECTED INSTITUTIONS" TO "INTEREST IN LOCAL PROGRAM TO TRAIN PRESENT EMPLOYEES." PROJECTION 1 DEPICTS CHANGES IN RESIDENT POPULATION, LABOR FORCE, AND EMPLOYMENT IN DISTRIBUTIVE TRADES FOR BUCKS COUNTY, 1960-70. A SECOND PROJECTION IS GIVEN FOR 1970 EMPLOYMENT FOR DISTRIBUTIVE EDUCATION IN A FIVE-COUNTY AREA BY LOCATION OF ESTABLISHMENT. APPENDIXES INCLUDE QUESTIONNAIRE FORMS, INTRODUCTORY LETTERS, AND A STORE ORGANIZATION CHART. (SL)

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POST HIGH SCHOOL DISTRIBUTIVE EDUCATION IN BUCKS COUNTY, PENNSYLVANIA

Educational Service Bureau
College of Education
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POST HIGH SCHOOL DISTRIBUTIVE EDUCATION IN BUCKS COUNTY, PENNSYLVANIA

A Feasibility Study

Prepared for

The Bucks County Technical School

and

The Department of Public Instruction
Harrisburg, Pennsylvania

by the

Educational Service Bureau
Temple University

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January, 1966

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CHAPTER I

INTRODUCTION TO THE STUDY

Distributive Education (D. E.) is that branch of Vocational Education which is charged with preparing people for employment in the distributive occupations. Distributive occupations are:

> .....those followed by workers directly engaged in merchandizing activities, or in direct contact with buyers and sellers when: (a) distributing to consumers, retailers, jobbers, wholesalers, and other products of farm and industry. (b) Managing, operating, or conducting a commercial service or personal service business, or selling the service of such a business. (1)

The challenge to meet the needs brought about by change in our culture and our society was never so great as it is now. Many of the needs which must be met now and in the future relate to changes in the products manufactured, and the services considered essential in our complex technological society. More and more of the services once performed by human hands are now performed by machines. Machines and products have become more sophisticated, and require services of like nature themselves.

Our economy is a "consumer economy, " and our businesses and industries are, therefore, vitally concerned with the distribution of the goods and services they produce. Distribution as used here requires more than just delivery of a product or performance of a service.

It has been estimated that some 26 million young workers will enter the nation's labor market during the sixties. (2) Similarly, estimates indicate that the number of employment opportunities in distributive and service occupations will increase more than 50 percent by 1970 over 1960 levels. (3) In Pennsylvania alone the labor force of young workers is expected to increase some

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(1) Vocational Bulletin No. 1 Washington: U. S. Office of Education pp. 66-67.

(2) U. S. President, 1961-1963. Education for A Changing World of Work. A Summary Report of the Panel of Consultants on Vocational Education Requested by the President of the United States, 1962.

(3) Syhlman, William D. "Distributive Education in Vocational-Technical Schools and Community Colleges, " American Vocational Journal, XXXVIII (September, 1963), 17-18.

fourteen percent by 1970. For the most part, these young people will not have had the benefit of any realistic programs in orientation or training for vocational opportunities. (4) It should also be made clear that the figures cited above do not include the vast numbers of young people who are: (5) employed and who will be seeking to complete their high school education; (6) discontent with their present low salaried positions and will, therefore, be seeking opportunities to qualify for advancement or more stable employment; and (7) in need of retraining because the number of jobs for which they could qualify is limited or reduced due to dynamic changes in several vocations.

Employment opportunities for young workers have increased at a phenomenal rate during the past decade. Indeed, the requirements of our changing society auger well for a continuance of this trend. (8) Distributive education programs in the nation's high schools have also increased in number but nowhere in a stated relationship to the increase in the vocational opportunities which they seek to serve. In short, distributive education programs to prepare youth either during the terminal high school years or shortly thereafter are woefully underdeveloped in both scope and number to serve the need. (9) The general belief that cooperative training programs, such as those in distributive education, can do much to meet many of the needs of young adults and business alike is held by most responsible agencies and organizations conversant with current employment problems. (6-10)

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(4) Pennsylvania State Education Association, Education In Pennsylvania: Today and Tomorrow. A Report of the Committee of Fifteen. Harrisburg: The Association, December, 1958.

(5) American Educational Research Association. Review of Educational Research: Vocational, Technical and Practical Arts. XXXII (October, 1962).

(6) Beaumont, John A. The Emerging Program Of Distributive Education. A discussion paper presented at the National Clinic on Distributive Education, October, 1963, United States Office of Education, Washington, D. C., 1963.

(7) Educational Service Bureau. Effective DE Practices. Philadelphia: The Bureau, Temple University, 1960.

(8) National Committee for Children and Youth. Report of Follow-Up Activities Conference on Unemployed, Out-of-School Youth in Urban Areas. Washington, D. C.: The Committee, Suite 411, 1145 19th Street, N. W. (Undated).

(9) U. S. President, 1961-1963. Education for A Changing World of Work. A Summary Report of the Panel of Consultants on Vocational Education Requested by the President of the United States, 1962.

(10) Wenrich, Ralph C. "Vocational Education," Encyclopedia of Educational Research, 1960 edition, p. 1555-1563. N. Y.: The Macmillan Company.

New Programs and an expansion of proven programs are needed to help cope with the needs of youthful jobseekers at the local level. Post-high school co-operative programs offer a systematic means for supervised occupational experiences for a segment of our youth that are virtually neglected. (11) Tneir practical arrangements for training youth in real occupational situations make possible the identification of responsibilities and the development of attitudes required on jobs that exist in the field. Where tried, such programs have demonstrated their ability to sustain a high degree of student motivation and interest to the satisfaction of schoolmen and cooperating employers alike. (12-13)

Post-high school cooperative programs are feasible. They require broad comprehensive studies of curriculum and instructional opportunities based on clear perceptions of the needs of local area businesses. For the most part such programs as now exist lack the educational planning and the application of support from the business community because no provision was made by which both education and business could assess and act on the basic problems of employment needs, vocational preparation, and potential cooperative endeavors to remedy the disparity existing between them. (12) This study attempted to frame a rationale for examing distributive employment needs in a selected community which seeks to develop a post-high school program to help meet them.

Previous Research

Excepting for the survey of "Post-High School Cooperative Programs (OE-82001)" by the United States Office of Education, research on such programs is virtually non-existant. Numerous articles in vocational and educational journals are available as are courses of study and reports of cooperative program activities from selected school districts; for the most part, these are descriptive of the programs rather than reports of research conducted regarding them. The October, 1962 issue of the "Review of Educational Research" cites some 300 studies in the field of vocational education. (12) Again, the studies are mainly descriptive and none offer evaluations, based on a research methodology, of the advantages of one type of cooperative program as opposed to another. In the research literature the need for basic research as a basis for developing and

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(11) U. S. Office of Education. Post-High School Cooperative Programs. Washington, D. C.: United States Department of Health, Education, and Welfare, Publication OE-82001.

(12) American Educational Research Association. Review of Educational Research: Vocational, Technical and Practical Arts. XXXII (October, 1962).

(13) Educational Service Bureau. Effective DE Practices. Philadelphia: The Bureau, Temple University, 1960.

maintaining successful programs in distributive education is virtually unanimous. (14)

Evidence regarding successful cooperative program format, content, implementation, and supervision is available through several established works. (15, 16, 17, 18, 14) School system reports dealing with post-high school and distributive education opportunities in Philadelphia, Pittsburgh, Los Angeles, Chicago, Cleveland, Boston and New York, as well as in other metropolitan areas, are available. "Guides to Practical Research" (U. S. O. E. - 82011) and "Patterns of Research in D. E. " (U. S. O. E. 82009) as well as research and technique references in education, the social sciences and fields of business and industry are in abundance. All of these are well known to the team of specialists to be committed to the present proposal.

Objectives of the Study

This project was designed to be a pilot study of a feasibility and desirability project for program development in distributive education for the Bucks County, Pennsylvania Technical School. It was supported by a grant from the Bureau of Technical and Continuing Education of the Pennsylvania Department of Public Instruction.

The Study of feasibility aids decision-making in a complex situation by supplying data for analysis, and providing expert judgment concerning the implications of the data for the problem area. The study does not make decisions but provides the basis for decisions by the body possessing the power to do so.

The objectives as stated in the project design and which provided the direction for the study were as follows:

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(14) Wenrich, Ralph C. "Vocational Education, " Encyclopedia of Educational Research, 1960 edition, p. 1555-1563. New York: The Macmillan Company.

(15) American Educational Research Association. Review of Educational Research: Vocational, Technical and Practical Arts. XXXII (October, 1962).

(16) Educational Service Bureau. Effective DE Practices. Philadelphia: The Bureau, Temple University, 1960.

(17) Nassau County (N. Y.) Vocational Education and Extension Board, Post-High School Educational Opportunities in Distribution and Retailing. A report prepared by Patrick A. Carlo. Nassau County, The Board, 1960.

(18) Syhlman, William D. "Distributive Education in Vocational-Technical Schools and Community Colleges, " American Vocational Journal, XXXVIII (September, 1963), 17-18.

A. Proximate:

1. To identify existing and emerging occupations in the distributive trades in the Commonwealth of Pennsylvania, and especially in the Bucks County region for which post-high school training in distributive education would be useful.

2. To estimate the annual turnover and entry opportunities for these jobs.

3. To determine the skills and competencies needed for entry and advancement on these jobs.

4. To determine the extent to which these skills and compentencies can be taught in post-high school programs developed by the subject school.

5. To determine from among patterns of cooperative assistance such program employers, in the region, who would be able and willing to extend to the school.

6. To select one or more programs from among the foregoing patterns of cooperative programs and prepare a plan for its content, implementation, operation, and evaluation.

B. Ultimate: To provide a descriptive base for the development of a program of post-high school opportunities in distributive education for the educational authorities of the subject school system.

Limitations of the Study

The study was limited to the geographical area encompassed by the subject school system. For purposes of recruitment of students and of employers to the program the area was confined to the boundaries of the seven constituent school districts furnishing full-time students to the subject school. For purposes of placement and vocational counseling as to employment opportunities the geographical area consisted of adjacent counties reported in the standard metropolitan statistical reports of the 1960 census.

Procedure Used In The Study

The study consisted of six phases relating to the:

1. Identification of (1) a potential student population desirous of participating in post-high school cooperative programs, and (2) employers and jobs engaged in distributive fields as well as the number of employment opportunities afforded by them.

2. Selection of one or more groups of employers in distributive fields which appear most likely to be interested in and capable of assisting in the development of a post-high school cooperative program to meet their personnel needs and improve the quality of their service.

3. Identification of the several job opportunities within the selected distributive fields and, then analyzing the peculiar skills and competency requirements of each.

4. Developing a suggested program for post-high school cooperative training and assessing its requirements for implementation.

5. Assessing the interest and willingness of both educational and business establishments to support such a program.

6. Preparing a set of recommendations for school authorities concerning the desirability and feasibility of providing a post-high school cooperative program in selected fields of distributive education.

Basic data for the study were procured by use of survey instruments, interviews with selected government officials, educators, heads of agencies and interest groups as well as with owners, managers, superintendents, personnel managers or other persons in companies, businesses deemed best qualified to provide the desired information needed for the purposes of the study. Prior to conducting these activities lists were drawn of businesses, companies, agencies and services that are engaged in distributive occupations cited in the "1963 List of Distributive Occupations" of the United States Office of Education. Sources for such data are prevalent and include: lists of

employers paying federal unemployment insurance, lists available through the bureau of employment security, bureaus of licenses, various trade and business associations, chambers of commerce, bureau of labor and industry, and local and county municipal officers and bureaus, all within the Commonwealth.

Advisory and screening committees consisting of selected persons recruited from governmental, educational, business and industrial organizations were formed to consult with the research team on matters involving judgments relating to the selecting of the distributive fields investigated in depth and to assess the validity of the several job descriptions developed by the research staff as a result of their field studies.

Considerable assistance from various persons in governmental and educational organizations interested in the development of cooperative programs was received by the research team thereby making this study possible.

CHAPTER II

PRESENT DISTRIBUTIVE EDUCATION PROGRAMS IN BUCKS COUNTY

In deciding on the feasibility of providing post-high school programs in distributive education in Bucks County, it seems appropriate to examine the provisions for D. E. already existing.

The modern comprehensive high school or the technical high school usually includes distributive education (D. E.) in the curriculum. The program provides for classroom instruction in knowledge and skills considered essential in the distributive occupations, and supervised on-the-job work experience. The typical program may be organized with a half day devoted to the classroom and a half day on the job. The student receives pay for the time on the job.

Obviously such a program requires the cooperation of local businessmen who must be willing to place these youth in their businesses and work closely with the D. E. coordinator in providing a laboratory for the practice of the classroom instruction. A benefit accrues to the employer in that he has the opportunity to recruit the trainee for full-time employment after graduation if he so desires. The present D. E. program in the Bucks County Technical School is described in this chapter.

Besides the program for high school youth there are courses offered in the Bucks County Community College which fall within the definition of distributive education. These programs of studies are also presented in this chapter.

Present D. E. Program in the Bucks County Technical School

In Bucks County at the present time the general purpose high schools send their students to the Bucks County Technical School. The present arrangement provides that students alternate two weeks at the Bucks County Technical School and then two weeks at their home high school where they take general education courses. The description of the curriculum in distributive education in the Bucks County Technical School which follows, is taken directly from an undated mimeographed course outline provided by the school.

BUCKS COUNTY TECHNICAL SCHOOL[1]

COURSE OUTLINE IN DISTRIBUTIVE EDUCATION

FORWARD

The course of study for distributive education is designed to show how this program is conducted - the philosophy behind it, its objectives, methods, standards, curriculum and assignments.

The purpose of such a course is to provide instruction in the field of distribution, which includes those occupations followed by proprietors, managers, or employees engaged in marketing or merchandising goods or services. Such occupations may be found in various business establishments, for the most part comprising, but not limited to retailing, wholesaling, manufacturing, storing, transporting, financing and risk bearing. The distributive field does not include trade, industrial, or office occupations.

Distributive education ia a two-year program starting in the junior year. The first year program is devoted to teaching principles of distribution with practical work conducted in the classroom. These students also receive some work experience by being employed part-time during the holiday seasons. Their experiences and problems in these jobs are discussed at certain times each week. In the senior year, students work full-time in jobs approved by the coordinator. Seniors also attend the Technical School each Monday for three hours of their scheduled work block. At this time job problems may be discussed, or additional work may be given in important subject areas.

This course is intended to act as a basis upon which the student may build when he gains full-time employment in his chosen field. The program is essentially a practical one; the job ahead is kept constantly in mind. Yet it is both a terminal and a preparatory course, since some students may continue their studies in college.

Upon completion of the course, the student should be able to secure a job in the distributive field, confident that his training and experience have prepared him for the future.

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[1]This section of Chapter II is reproduced <u>verbatim</u> from a course outline currently in use at the Bucks County Technical School.

STATEMENT OF PHILOSOPHY

This course is based on the belief that education is the process of developing the capacities of the learner to his fullest potentiality. It is to be accomplished through active participation of the student in the learning process by investigation and solving of problems.

This course is also based on the concept that for a person to become well-adjusted to himself and to society, he must learn how to think intelligently, to analyze, to criticize and accept criticism and to make judgments wisely. In accomplishing this, however, the student must first master certain basic principles.

Equality of opportunity is fundamental to this course. Each student, regardless of intelligence, background, financial or social status, race or creed, should be able to receive an education that will enable him to find and succeed in work best suited to his capabilities. Through this course, it is hoped that any student who might be deprived of advanced education will become a useful citizen and a happier, better adjusted individual.

GENERAL OBJECTIVES

1. To give practical, vocational training so that the student will be able to succeed in a distributive occupation.

2. To perform a guidance function in directing students into the field of retailing in which they are both most interested and best qualified.

3. To develop the students' power of observation, imagination and good taste.

4. To develop the students' ability to form opinions wisely and quickly.

5. To develop the students' ability to speak effectively in conversation, in selling to customers, in front of a group and on the telephone.

6. To develop in students an inquiring mind--the desire for increasing knowledge not only about their own chosen vocation, but also about the world around them.

SPECIFIC OBJECTIVES

1. To enable the student to learn the procedures and principles of the various phases of retail businesses.

2. To give the student a working knowledge of various kinds of merchandise--construction, care and selling points.

3. To develop a correct business attitude on the part of each student, i. e., the importance of work well done and the proper treatment of customers and fellow workers.

4. To enable the student to learn the problems involved in owning and operating ones' own business through both the classroom school store and a term project.

5. To develop better workers in the distribution field, consequently aiding the business community and the consumer public.

METHODS OF TEACHING

While many methods of teaching are used in merchandising, most are designed to help the student learn while he participates in the activity. Individual student projects are included in which the student must compile material from various sources and either write up or design his findings. Demonstrations are often given by the student subsequent to teacher demonstration. Role playing is used to act out situations in business and to help the student learn to solve problems. Debates, panel discussions and conferences are also held in connection with many phases of retailing. Solving case studies through group thinking is also done.

By actually working with textile swatches and nor textile merchandise, by setting up displays, by designing effective bulletin boards or by assisting in the school store the student learns to do by doing.

Students are assigned reports from textbook and collateral reading, from current general business and retailing periodicals and from trips, or visits to merchandising concerns. Workbooks are also used to supplement textbook material.

The formal lecture method is used infrequently. Instead, theory is presented through bringing out new material from the standpoint of the student's experiences.

Co-operative work experience provides the students with the necessary laboratory exercises. The students can apply basic knowledge received in the classroom to a job situation while getting experience in a distributive occupation.

INSTRUCTIONAL AIDS

A. Audio-Visual Aids

1. Books
   a. Textbook and related workbooks
   b. Reference books
   c. Dictionaries
2. Materials used in business
3. Films
   a. Motion
   b. Slide
   c. Filmstrips
4. Mounted pictures
5. Tape recorder
6. Newspapers
7. Magazines
8. Opague projector
9. Overhead projector
10. Flannel board

B. Field Trips

C. Speakers

D. Literature from Manufacturers and Publishers

E. Newspaper and Magazine Articles

F. Textile Kits

PROVIDING FOR INDIVIDUAL DIFFERENCES

In the 1st year program, an attempt is made to determine in which areas students are the most and least proficient, for some students may be excellent in one field and poor in another. This determination is accomplished by pre-testing, by observation of the student's work in class, by checking assignments and by weekly test results.

Those students who are particularly outstanding in a subject are treated in a number of ways:

1. They are given more advanced work to do so they may progress at their own rate.
2. They serve as helpers for slower students.
3. They may be asked to work in the school store and placed there with a slower student.
4. They may be given more complex topics for reports or projects in order to challenge their ability.
5. They may serve as teacher's assistants in checking papers and filing them.

Provisions are made for the slow pupils in the following ways:

1. They are given extra help in class.
2. They are assigned projects which will challenge them, but not overtax their ability.
3. They are seated next to more rapid learners who will help them in their work.
4. They are given class responsibilities which will make them feel they are important members of the class.

In the senior year, students are placed on jobs depending to a large extent on the abilities shown in the previous year. As experience throughout the year is gained, the student may be relocated in other jobs. Individual assignments may be given to students who are either weak or outstanding in certain areas.

BOOKS

A. Textbooks:

1. Richert, G. Henry. Retailing Principles and Practices. New York: McGraw-Hill Book Co., 1954.

2. Richert, G. Henry. Retailing Problems and Projects. New York: McGraw-Hill Book Co., 1954.

3. Wingate, Isabel B., Gillespie, Karen R., and Allison, Betty. Know Your Merchandise. New York: McGraw-Hill Book Co., 1953.

B. Reference Books:

1. Cheyney, William. Using Our Credit Intelligently. Washington, D. C.: National Foundation for Consumer Credit, 1956.

2. Egmore, Fredric. Mathematics of Merchandising. Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1956.

3. Goodman, Kennard and Morse, William. Today's Economics. Boston: Ginn and Co., 1957.

4. Neptrom, Paul. Color and Design. Englewood Cliffs, N. J.: Prentice-Hall, Inc.,1951.

5. Polishook, William, Beighey, Clyde and Wheland, Howard. Elements of General Business. Boston: Ginn and Co., 1955.

6. Robinson, O. Preston and Haas, Kenneth. How to Establish and Operate a Retail Store. Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1952.

7. Robinson, O. Preston, Blackler, William and Logan, William. Store Salesmanship. Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1959.

8. Rosenberg, Robert. Business Mathematics. New York: McGraw-Hill Book Co., 1954.

9. Rowse, Edward and Nolan, Carroll. Fundamentals of Advertising. Cincinnati: South-Western Publishing Co., 1957.

10. Shurter, Robert. Written Communications in Business. New York: McGraw-Hill Book Co., 1957.

11. Weaver, Andrew, Borchers, Gladys and Smith, Donald. Speaking and Listening. Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1956.

12. Wingate, John. Buying for Retail Stores. New York: Prentice-Hall, Inc., 1953.

13. Wingate, John and Weinger, Dana. Retail Merchandising. Ohio: South-Western Publishing Co., 1957.

TIME AVAILABLE

Approximately 180 days, six hours a day over a two year period is spent by the distributive education student at Bucks County Technical School. The balance of educational instruction, equal to the time spent at the Technical School, is taken up by work in the home high school. Schedules are arranged on the basis of alternating two week periods at each school.

In the first year of the program, four or five different subjects are presented each day. From one to three hours per day is devoted to practical work. This might include sales demonstrations, project work, setting up displays, working in the school store, etc.

Seniors attend the Technical School full-time for the first two weeks of the school year. During the rest of the year, they attend the school for three hours each Monday of each two-week block. The rest of their available time is spent in work experience.

This program is not entirely different from the standard distributive education program in which seniors attend school for three hours each morning and work three hours each afternoon, since the length of instructional time is the same. The program at the Technical School is spread over a two-year period on a part-time basis, as compared to one year full-time in the conventional program.

In a two-year program more can be done through specialization, thus further aiding the students toward their career objectives. With the student receiving English, social studies, etc. at his home school, concentration can be placed on distributive subjects for six hours a day, as compared to one or two hours a day in the conventional program.

CLASS ORGANIZATION

11th year

A. The teacher's management includes:

1. Maintaining order and control.
2. Assigning classwork.
3. Administering corrective punishment.
4. Granting of permission to leave the room or to work on other assignments.
5. Approving student work.
6. Approving checks given for purchases at school store.
7. Ordering of merchandise for school store.
8. Checking of deposit slips and money received at school store.
9. Appointing certain committees.

B. Pupil personnel organization

1. Committees (change weekly or semi-weekly on rotating basis)

   a. Clean up
   b. Large display window
   c. Small display window

1. Committees (cont'd)

   d. Bulletin Board
   e. Shadow Boxes
   f. School Store
   g. Room displays

2. Individual duties (change weekly on rotating basis)

   a. Supply room attendant
   b. Display supply room attendant
   c. Clean-up foreman
   d. Assistant

3. Committees elected by students

   a. Fire marshalls
   b. Safety committee
   c. Class treasurer
   d. Student council representative and alternate
   e. Librarian

12th year

Senior work station organization, regulations, and equipment are governed by those of the cooperating business employing the student.

SHOP REGULATIONS

1. Only one person is permitted to sign out at any time.

2. Students are to be dismissed only by the teacher.

3. The school store hours are from 11:00 a. m. to 11:30 a. m. and from 12:30 p. m. to 1:00 p. m. Purchases are permitted only at this time.

4. Students operating the school store are responsible for care of the cash register. The cash register will not be operated by unauthorized personnel.

5. No students, except those assigned to display windows, may work outside of the classroom.

6. Materials from the supply room are to be checked out. Books taken home (other than regular textbooks) are to be signed out through the librarian.

7. Do not lean against glass show cases.

8. Use stepladder when necessary in constructing displays - do not stand on chairs.

9. When conducting burning tests for textile fibers, use metal plates. Be careful with matches.

10. Always replace top to ammonia bottle immediately (this is used for cleaning glass shelves and cases).

EQUIPMENT

1. 1 National cash register
2. 2 display cases
3. 8 show cases
4. 30 student's chairs
5. 1 teacher's desk
6. 13 student's chairs
7. 2 teacher's chairs
8. 1 file cabinet
9. 2 bookcases
10. 1 magazine rack
11. 1 three-way mirror

STANDARDS OF ATTAINMENT

Students should, on completion of the course, be able to:

1. Compute basic and retailing mathematics accurately and quickly.

2. Price and stock merchandise properly.

3. Determine with a good degree of accuracy the amount of merchandise that should be purchased for a given situation.

4. Sell merchandise effectively.

5. Write reports and letters that are interesting, organized and constructed properly with the correct spelling and grammar.

6. Identify fabrics correctly either by sight, touch or by testing.

7. Operate the cash register correctly and clear it properly.

8. Speak effectively before a group.

9. Make change correctly and quickly.

10. Design displays properly and attractively.

11. Lay out ads that will sell.

12. Understand the principles and procedures of retail management.

13. Lay out floor plans correctly.

PROJECTS OR PROCEDURES

1. Construct merchandise manual.
2. Write manual on "Owning and Operating Your Own Business."
3. Construct interior decoration scrapbook.
4. Construct advertising scrapbook.
5. Complete tests and analysis of textiles.
6. Give sales talks.
7. Give oral reports.
8. Complete shopping reports.
9. Interior and exterior displays:
   a. Construct displays in cases outside of classroom.
   b. Rate displays in stores.
   c. Construct sample displays.
   d. Sketch or make displays on paper.
10. Prepare color wheel.
11. Solve case problems in retailing principles.
12. Prepare interviews.
13. Make room plans to scale and coordinate furnishings.
14. Complete a six-months Sales Promotion Calendar and do layout and copy for six ads.

REQUIRED RECORDS AND FORMS

11th year

1. Personal information sheets
2. Procedure sheets for school store
3. Duty sheet for clean-up, assignments, projects, etc.
4. Sales talk rating sheets
5. Oral report rating sheets
6. Project rating sheets

12th year

1. Distributive education application form
2. Cooperative training agreement
3. Introduction card
4. Rating or evaluation sheet
5. Weekly report form
6. Individual student work record
7. Individual conference questionnaire
8. Work block assignment card

EVALUATION

11th year

The main part of evaluation is done by the teacher. However, the class rates students on presentation of oral reports and sales talks on special rating forms. This is done by students for project work and displays.

Separate records are kept for each subject as classified in the course outline. This is done to show outstanding abilities and weak spots in the students' learning. A final grade for each division is given at the end of each marking period. Grades are given for homework assignments, class participation, project work, and tests. Projects are graded on separate rating sheets on a basis of 5 through 0. Oral reports and sales talks are also rated on special forms.

At the completion of an assigned display, each student on the committee is given a grade for his participation in the project. Notations are also made on work habits. This is also done at the end of the assigned time of working in the school store.

Notations are taken periodically on elements of citizenship. These in turn are placed on rating sheets based on the report card form and are scored at the end of the marking period.

12th year

Senior evaluation is done through periodic (every 6 weeks) rating by the employer and coordinator. The rating sheet covers such factors as appearance, mental alertness, attitudes, job performance, attendance, and an over-all rating with comments.

The rating sheet appraisals are scored on a basis of 5 through 0:

Excellent	- 5
Very good	- 4
Good	- 3
Fair	- 2
Unsatisfactory	- 0

GRADING

In both years, the final grade for each marking period is determined by averaging the grades obtained for citizenship, related instruction, and shop practice.

Grading for all work done is based on the 5 through 0 basis used throughout the school for report card grades.

In the 11th year, the final grade is determined by computing the average of all report card marks, which has a 75% weight value. The final examination accounts for the remaining 25% of the term grade.

Since 12th year students do not take a final examination, the average of the marking period grades comprises the final yearly grade.

FIELDS OF EMPLOYMENT

Graduates can seek employment in many phases of distributive education work. This list of jobs would include positions in the following departments or areas of employment:

1. Fashion
2. Sales
3. Buying
4. Stock control
5. Price comparison
6. Display
7. Interior decoration
8. Design
9. Lay out
10. Copy writing
11. Promotion
12. Advertising
13. Training
14. Employment
15. Cashier
16. Adjustment
17. Traffic control
18. Store operation
19. Floor supervision
20. Credit
21. Audit
22. Payroll
23. Correspondence
24. Expense control
25. Management
26. Maintenance

COURSE OUTLINE

11th year

I. Business Mathematics — 90 Hours

- A. Addition
- B. Subtraction
- C. Multiplication
- D. Division

E. Aliquot Parts
F. Percentages and Discounts
G. Payroll Computation
H. Mark-up
I. Mark-down
J. Cost Codes
K. Stock Turn-over
L. Sales Planning
M. Stock and Purchase Planning
N. Inventory Valuation
O. Calculating Profits

II. Principles of Distribution — 125 Hours

A. Careers
B. History
C. Channels of Distribution
D. Business Organization
E. Management, Operation and Good Will

1. Merchandising Division

a. Organization
b. Duties of personnel
c. Policies
d. Buying

2. Personnel Division

a. Organization
b. Duties
c. Policies
d. Hiring
e. Training

3. Store Operation

a. Organization
b. Duties
c. Marking and pricing
d. Customer service operation

4. Sales Promotion

a. Organization
b. Duties
c. Divisions

5. Finance and Control

a. Organization
b. Duties
c. Divisions
d. Operation of credit and collection department

F. Economics of Business
G. Employer-employee Relations
H. U. S. Government (organization, taxes, etc.)
I. World Trade
J. Owning and Operating Your Own Business (term project-spring)
K. Current Trends in Retailing

III. Salesmanship 60 Hours

IV. Display 40 Hours

A. Exterior
B. Interior
C. Store
D. Modern Trends
E. Creating Displays

V. Advertising 45 Hours

A. History
B. Importance
C. Orientation
D. Purposes
E. Determining Customer Demand
F. Appeals
G. Principles
H. Elements
I. Layout
J. Mediums
K. Sales Promotion Calendar

VI. Textiles 35 Hours

A. Introduction
B. Fibers
C. Fabric Construction
D. Individual Fiber Development

VII. Merchandise Information, Preparation of a Manual 20 Hours

VIII.	Business English	30 Hours
	A. Value of Business English B. Oral English C. English Review D. Written Communication E. Pertinent Reading	
IX.	Job Problems	15 Hours
	A. Personnel B. Selling Situation Problems	
X.	Non-Textiles (individual projects)	25 Hours
	A. Leather B. Fur C. Jewelry D. Cosmetics E. Foods F. Housewares G. Furniture H. Paper I. Rubber J. Plastics	
XI.	Color, Line and Design	20 Hours
XII.	Fashion	20 Hours
XIII.	Personality Development	15 Hours
XIV.	Co-operative work experience	540 Hours (approx.)

12th Year

I.	Co-operative work experience	540 Hours
II.	Orientation (to prepare student for interview and job)	15 Hours
	A. Personal Appearance B. Personal Hygiene C. Application for a Job D. Preparation for the Interview	

E. Practice Interviews
F. Legal Requirements
G. How to Accept the Job
H. Store Rules, Regulations and policies
I. Responsibilities of the Student

1. The stores investment in you
2. Your investment in the store
3. School regulations which apply on the job
4. Relation of student to:

a. School
b. Coordinator
c. Store

5. Honesty

III. Job Problems — 18 Hours

A. Personal Problems
B. Selling Situation Problems
C. Salespersons Responsibilities to Management

IV. Advertising and Sales Promotion — 18 Hours

A. Methods
B. Mediums
C. Layout
D. Copy Writing

V. Effective Speaking — 18 Hours

A. Preparation of Material
B. Presentation (Oral)

VI. Personality Development — 15 Hours

A. Factors that should be considered in appearance
B. Personal Hygiene
C. Voice

1. Tone
2. Inflection
3. Enunciation and Pronunciation

D. Emotions

1. Fundamental Emotions
2. How Emotions affect our personality

E. Social Adaptation
F. Anti-Social Traits
G. Traits of Leadership

VII. Current Trends — 14 Hours

A. Customer Service and Comfort
B. Location
C. Fashion and Style
D. Competition
E. Changing Markets
F. Consumer Buying Habits

VIII. Creative Thinking — 10 Hours

IX. Individual Work Block Assignments (Homework)

PLACEMENT OF RECENT GRADUATES

It was considered valuable to discover the placement record of recent graduates of the Bucks County Technical School who had taken the D. E. program. This information is presented in the following table.

	GRADUATES						JOB PLACEMENT IN FIELD					WAGES PER WEEK	
	Total	Male	Female	* Entered Armed Services	Full Time Post High School Education	** Married	Trained	Allied To Training	Not Related To Training	Unemployed	Unknown	*** Low Average	**** High Average
1960	21	11	10			4	12		2		3	4	10
1961	22	6	16	2		5	11				4	5	6
1962	21	9	12	1		2	15		1		2	9	7
1963	16	10	6	1	2	1	11				1	6	5
1964	26	8	18	2	1	1	20	1			1	14	7
1965	20	10	10	2	1	1	16					13	3
TOTAL	126	54	72	8	4	14	85	1	3	0	11	51	42

* Former students who served in the Armed Forces who are now civilians are included in the placement columns as it applies

** Female graduates who are married but employed are included in the placement columns

*** $50.00 to $80.00 per week

**** $80.00 to $166.00 per week

PLACEMENT AND WAGE RECORD OF THE D.E. PROGRAM GRADUATES
OF BUCKS COUNTY TECHNICAL SCHOOL FOR THE YEARS 1960-1965

PRESENT PROGRAMS RELATED TO D. E. IN THE BUCKS COUNTY COMMUNITY COLLEGE

The Bucks County Community College located at Newtown, Pennsylvania is a comparatively new institution. Yet it already has a curriculum to provide for the varied needs and aspirations of its students. Its students are graduates of high schools, in most cases, and therefore, the programs are by definition post-high school programs.

The following Table shows the number of entering freshman in the fall of 1965 who enrolled to take a particular curriculum.

BUCKS COUNTY COMMUNITY COLLEGE

FRESHMAN STUDENTS
AUTUMN SEMESTER, 1965

NUMBER OF STUDENTS BY CURRICULUM

Name of Curriculum	Full-Time Day	Part-Time Day	Evening Division
Applied Fine Arts	11		1
Humanities/ Liberal Arts	116	5	31
Biological Science	20		1
Physical Science	16		3
Mathematics	14		1
Elementary Education	43	2	12
Secondary Education	49	3	9
*Business Management	51	2	22
*Executive Secretarial	28		4
*Accounting	20		10
*Marketing/Retailing	9		5
Computer Technology	14		4
Electronic Technology	14		5
Unclassified	—	4	202
Totals	405	16	310

TOTAL STUDENTS - 731

*Curricula which are related directly to Distributive Education.

Source: Bucks County Community College, Office of the Academic Dean.

Certain of the curricula found in the Bucks County Community College could be considered **training for** distributive occupations. Those considered to be such are the curricula in Marketing/Retailing, Executive Secretary, and Business Management. The curriculum for accounting has elements which could be considered closely related to distributive occupations.

These curricula are presented in the pages following.

M A R K E T I N G / R E T A I L I N G

RECOMMENDED
Program of Studies

First Semester		Second Semester	
Course	Credit Hours	Course	Credit Hours
English Composition	3	English Composition	3
History of Western Civilization	3	History of Western Civilization	3
Introductory Accounting I	4	Marketing and Retailing Principles	3
Salesmanship	3	Psychology	3
Business Organization and Management	3	Speech	3
Physical Education	1	Physical Education	1
	17		16
Third Semester		**Fourth Semester**	
Literature	3	Political Science	3
Economics I	3	Economics II	3
Advertising	3	Elementary Statistics	3
Business Law	3	Mathematics of Finance	3
Basic Data Processing Concepts and Application	3	Merchandising Problems	3
Health Education	2	Physical Education	1
	17		16

EXECUTIVE SECRETARY

RECOMMENDED
Program of Studies

First Semester		Second Semester	
Course	Credit Hours	Course	Credit Hours
English Composition	3	English Composition	3
History of Western Civilization	3	History of Western Civilization	3
Elementary Typing	2	Intermediate Typing	2
Elementary Shorthand	3	Intermediate Shorthand	3
Introductory Accounting I	4	Introduction to Speech	3
Physical Education	1	Business Organization and Management	3
	16	Physical Education	1
			18
Third Semester		Fourth Semester	
Advanced Typing	2	Secretarial Practice	4
Advanced Shorthand	4	Psychology	3
Bus. Machine & Secretarial Procedures	3	Electives *	8
Health Education	2	Physical Education	1
Electives *	6		16
	17		

*NOTE: Specialization in Medical Secretarial will require electives in the areas of Science, Medical Practice Accounting, Medical Terminology and Medical Dictation.

Specialization in Legal Secretarial will require electives in the areas of Legal Practice Accounting, Legal Terminology, Business Law, and Legal Dictation.

BUSINESS MANAGEMENT

RECOMMENDED
Program of Studies

First Semester Course	Credit Hours	Second Semester Course	Credit Hours
English Composition	3	English Composition	3
History of Western Civilization	3	History of Western Civilization	3
Introductory Accounting I	4	Introductory Accounting II	4
Mathematics of Finance	3	Psychology	3
Business Organization & Management	3	Marketing & Retailing Principles	3
Physical Education	1	Physical Education	1
	17		17
Third Semester		**Fourth Semester**	
Literature	3	Political Science	3
Economics I	3	Economics II	3
Basic Data Processing Concepts & Application	3	Elementary Statistics	3
		Managerial Accounting	3
Management Elective (Personal Mgt., Office Mgt., Industrial Mgt.)	3	Management Problems Seminar	3
Business Law	3	Physical Education	1
Health Education	2		16
	17		

A C C O U N T I N G

RECOMMENDED
Program of Studies

First Semester Course	Credit Hours	Second Semester Course	Credit Hours
English Composition	3	English Composition	3
History of Western Civilization	3	History of Western Civilization	3
Introductory Accounting I	4	Introductory Accounting II	4
Mathematics of Finance I	3	Mathematics of Finance II	3
Business Organization and Management	3	Psychology	3
Physical Education	1	Physical Education	1
	17		17
Third Semester		**Fourth Semester**	
Economics	3	Literature	3
Intermediate Accounting III	3	Economics	3
Cost Accounting I	3	Intermediate Accounting IV	3
Basic Data Processing Concepts and Application	3	Cost Accounting II	3
Elementary Statistics	3	Business Law	3
Health Education	2	Physical Education	1
	17		16

CHAPTER III

A SURVEY OF POST-HIGH DISTRIBUTIVE EDUCATION IN PENNSYLVANIA AND IN THE UNITED STATES

In the previous chapter a description was given of the present programs in distributive education in Bucks County. The high school level courses are found in the Bucks County Technical School, and adult mid-management level courses are found in the Bucks County Community College. The latter are the only programs which are post-high school in nature.

This chapter will explore briefly certain post-high school programs found in Pennsylvania, and then present the results of a survey made of the characteristics of post-high school distributive education programs found in the United States.

OTHER PENNSYLVANIA POST-HIGH SCHOOL PROGRAMS

A state-wide program of adult distributive education in Pennsylvania was initiated in 1947, with one instructor at the University of Pittsburgh, and another instructor at Temple University in Philadelphia. Thus the eastern and western parts of the Commonwealth of Pennsylvania have been serviced by itinerant instructors for eighteen years. In 1956, two additional instructors were added, one to each university. These four field instructors have been offering as many adult distributive education programs as possible. The instructors also utilize the services of any qualified local person certified to teach adult distributive education, in order to offer a wide variety of classes in adult distributive education. A list of classes, workshops, seminars and other related activities by years follows:

ADULT CLASSES IN DISTRIBUTIVE EDUCATION IN PENNSYLVANIA 1947 - 1948

Advertising
Balanced Selling
Business Letter Writing
Buyer Retraining
Department Management
Display
Effective Speech
Food Distributors Conference
Foods Merchandising
Hostess Training
How to Hold a Department Meeting
Insurance Selling
Introduction to Store Work
Job Instruction Training
Job Methods Training
Job Relations Training
Meat Cutting
Merchandise Control Methods
Merchandise Information
Merchandising
Paint Power
Personality Training

1947 - 1948

Personnel Relations
Practical Home Decorations
Pre-Christmas Training
Pre-Easter Training
Principles in Retailing
Real Estate Selling
Record Keeping for Small Businesses
Retail Operation and Management
Retail Selling
Retailers' Mathematics
Sales Manager
Salesmanship
Selling Review
Specialized Chain Store Selling
Training for New Store Workers
Visual Aids in Selling
Waitress Training

1948 - 1949

Advertising
Balanced Selling
Business English
Buyer Retailing
Color Line and Design
Cosmetics
Customer Relations
Economics of Retailing
Food Distribution Clinic
Fountain Operation
Fountain Service and Selling
Fresh Fruit & Vegetable Mdse.
Hostess Training
Job Instruction Training
Job Problems
Job Relations Training
Meat Cutting
Merchandise Information
Merchandising
Merchandising Problems
New Store Workers Training
Paint Power
Personality Training
Personnel Relations
Photography Selling
Practical Home Decoration
Pre-Christmas Training
Pre-Easter Training
Real Estate & Conveyancing
Related Math
Related Speech
Retail Salesmanship
Retail Store Management
Retailing Principles
Show Card Writing
Small Business Clinic
Speciality Selling
Supervisory Training
Tobacco Selling
Waitress Training

1949 - 1950

Advertising
Color Line and Design
Conference Meeting
Cosmetics
Economics of Retailing
Effective Speech
Food Distributors Conference
Fountain Training
Fresh Fruits and Vegetable Mdse.
Merchandise Information
Merchandise Mathematics
Paint Power
Pre-Christmas Training
Retail Operation and Management
Retail Selling
Salesmanship
Show Card Writing
Textiles

Job Instruction Training
Job Methods Training
Job Problems
Job Relations Training
Merchandising
Tobacco Selling
Training for New Store Workers
Visual Aids
Waitress Training
Window Display

1951 - 1952

Advanced Job Instruction Training :Techniques
Advanced Retail Merchandising Problems
Advertising & Sales Promotion
Advanced Salesmanship Conference
Beginning Retail Mdsg. Problems
Business Conference Leading
Developing Your Speaking Personality in Selling
Job Instruction Training
Job Relations Training
Modern Supervisory Techniques for Retailers
Pre-employment Training for Retail Selling
Retail Credit Fundamentals
Salesmanship
Show Card Writing
Successful Retail Salesmanship
Window and Interior Display
Woolfacts Sales Program for Men's Clothing Salesmen

1950 - 1951

Advertising
Ass't Managers Training
Buying Procedures
Color in Home Furnishings
Cosmetics Selling
Effective Speech
Food Distributors Conference
Fountain Selling
Insurance
Job Instruction Training
Job Methods Training
Job Relations Training
Letter Writing
Marketing Processes
Merchandise Information
Merchandise Mathematics
Paint Power
Personality Training
Pre-employment Training
Public Speaking
Real Estate Selling
Shoe Repair Merchandise
Show Card Writing (Elementary)
Show Card Writing (Advanced)
Small Business Clinic
Store Organization and Sales
Telephone Selling
Waitress Training
Window Display

1952 - 1953

Advertising
Credit and Collections
Effective Speech
Human Relations Training
Interior Decorating
Job Instruction Training
Job Methods Training
Retail Salesmanship
Salesmanship
Waitress Training

1953 - 1954

Electrical Appliance Salesmanship
Insurance
Paint Power Real Estate Selling
Selling Bakery Products
Shoe Repair Merchandise
Textiles
Waitress Training

1954 - 1955

Fabrics Information
Human Relations Training
Job Relations Training
Retail Credit Fundamentals
Retail Salesmanship
Salesmanship
Salesmanship for Dairy Salesmen
Salesmanship for Hardware Salesmen
Service Station Management
Service Station Salesmanship
Textile Information
Waitress Training

1955 - 1956

Executive Leadership
Management Program for Heating & Air Conditioning Dealers
Salesmanship
Salesmanship for Dairy Salesmen
Salesmanship for Hardware Salesmen
Salesmanship for Lumber Salesmen
Service Station Management
Service Station Salesmanship
Textile Information
Workshop in Counter Display

1956 - 1957

Buyer-Seller Relations
Creative Retailing
Dairy Salesmanship
Grocery Management
Human Relations
Retail Salesmanship
Salesmanship
Selling Practices in Shopping Centers
Textiles I
Textiles II
Waiter-Waitress Training

1957 - 1958

Brainstorming
Creative Problem Solving in Retailing
Creative Retailing
Customer Relations
Human Relations
Merchandise Mathematics
Salesmanship
Speech for Salespeople
Supervisory Techniques
Waiter-Waitress Training

1958 - 1959

Advertising
Careers in Retailing Conferences
Competitor Relations
Department Store Buyers Clinic
Educational Workshop in Creative Thinking
Effective Speech
Interior Decorating
Newspaper Advertising Clinic
Restaurant Operators' Training Seminar
Training Program for Securities Salespeople
Wallpaper and Paint Dealings

1959 - 1960

Advertising
Creative Retailing
Dairy Salesmanship
Human Relations
Effective Leadership
Photographic Dealers Sales Course
Pre-Holiday Sales
Public Relations for Retailers
Retail Salesmanship
Salesmanship
Speech for Salespeople
Supervisory Training for Hotel Personnel
Techniques of Retail Supervision
Tourist Host Conference
Waiter-Waitress Training

1962 - 1963

API Program
API Study Group I, II, and III
Bank Salesmanship
Creative Retailing
Dairy Salesmanship
Foreign Trade
Fueloil Sales I
Human Relations
LP Gas Course I, II, and III
Public Relations for Retailers
Public Speaking
Small Business Seminar
Salesmanship
Speech for Salespeople
Supervisory Techniques
Tourist Host Conference
Waiter-Waitress Training
10 Hour Orientation

1963 - 1964

AHEI Seminar
Adult Distributive Training
Bank Salesmanship
Conference on Distribution in the U. S.
Creative Retailing
Customer Relations
Dairy Salesmanship
Driver Safety Education
Effective Retail Techniques
Fueloil Sales I, and II
Fueloil Sales Mgmt. Program Workshop
Food and Beverage Controls
Human Relations Seminar
LP Gas Course I, II, III, IV, and V
Merchandising Seminar
Public Relations for Retailers
Sales, DE and LPGA
Salesmanship
Selling Meat Provisions
SBA-DE Administrative Management
SBA-DE Management Seminar
Speech for Salespeople
Supermarket Salesmanship
Waiter-Waitress Training
Retail Sales II

1964 - 1965

Administrative Management
Agri-DE Conference
Food and Beverage Controls
Foreign Trade
Front Office Procedure
Instructional Techniques for Hotel-Motel & Hospital Supervisory Personnel
LP Gas Course VI
Maintenance & Engineering
Sales Training
Salesmanship for Florist
Supervisory Housekeeping
Waitress Training
10 Hour Orientation

Many distributive enterprises, especially the percipient managers of the chain stores, recognize adult distributive education classes as a prime source of good applicants. Post-high school distributive education classes at the adult level not only train distributive workers, but also give them opportunities for distributive employment, and conversely give the employers a pool of well-qualified employees from which to select congenial co-workers. To attract good applicants it is essential for a distributive enterprise to have a reputation in the community as a "good place to work." Distributive Education on the adult level has offered many classes in employee relations and public relations to store owners, managers and personnel directors. The emphasis has always been that employees are a "public" too.

Management and supervision in distribution have always had a dual function with regard to personnel - to oversee and to train. Adult distributive education has taught managerial and supervisory groups how to teach effectively. How do employees learn effective distributive techniques? One of the ways is to have many opportunities to observe skilled associates at work; another way is to have individuals in top managerial and supervisory positions teach knowledge, skills and right attitudes. These persons should have been trained in effective teaching techniques, including audio-visual aids, role-playing, team teaching, use of teaching machines, programmed learning, conference leading and other discussion methods. Managers and personnel directors are urged to utilize the ubiquitous sources of help - the telephone company, for example, has excellent, up-to-the-minute films and charts which may be used to train distributors in the use of proper telephone selling techniques. Attention to this area is of financial importance; it is easy to practice suggestion selling over the telephone. However, to be effective, selling personnel must be taught to do this with grace and skill.

CHARACTERISTICS OF POST-HIGH DISTRIBUTIVE EDUCATION PROGRAMS IN THE UNITED STATES

Objectives:

In October, 1963 a "National Clinic on Distributive Education" was held in Washington, D. C. One section of this meeting dealt with the occupational goals of distributive education:

1. To offer instruction in distribution, marketing, and management.

2. To aid in improvement of the techniques of distribution.

3. To develop a broader understanding of the social and economic responsibilities of those engaged in distribution in a free, competitive economy.

This report also gave particular attention to post-high school distributive education:

> "The post-high school program would operate about the same as the high school program in selection of occupational goals by students, if the particular program is for students who have not completed a high school Distributive Program. It is expected that the number of students going on to post-high school programs from the high school program will increase substantially in the future. This indicates the possibility of highly specific occupational goals for students in such advanced programs. The combination of a more mature student plus basic knowledge of marketing, has considerable implication for post-high school programs, and the occupational goals of students have a common occupational goal in such areas as: mid-management, exporting, importing, finance, wholesale management, food store management, are already being operated or developed. It is possible we may develop programs for specialized areas of Industrial Sales such as: 502-Drugs, Chemicals; 507-Hardware; 53-General Merchandise, or some industrial products such as: paper, tools, shoes, etc. The future is limited only by our vision and drive. "

A bulletin produced by Ohio State University gives the objectives of post-high school distributive education in the wholesaling industry. These objectives could be generalized by substituting "distributive" for "wholesaling".

"The various agencies cooperating in the development of the program agreed that the program's two major objectives should be:

1. To prepare and equip the student to enter an occupation which is related to his interests and abilities and to help him develop the necessary skills for success in the wholesaling industry.

2. To help the wholesale industry find, train, and retain qualified employees with a potential for promotion into supervisory positions. "

This bulletin also states the reasons for the establishment of a program: "There are two elements necessary in any geographical area where a wholesale management development program is to be successfully established. The first is the sincere interest of the wholesaler and the second is the availability of the student enrollment. "

The Los Angeles City School District in its state report describes distributive education as "that phase of business education designed to prepare individuals to enter the retail, wholesale, and service trades known as the distributive occupations, and to provide those employed in such occupations instruction they need to advance in their respective fields. The major subject matter areas are: real estate, merchandising, management, and finance. "

The Central Connecticut State College describes its two-year post-high school program: "It is education for those seeking careers in various business establishments, including without being limited to, retailing, wholesaling, specialty selling and the service occupations. Distributive occupations are those followed by proprietors, managers, or employees engaged in the marketing and merchandising of goods and services. "

A bulletin issued by the Wisconsin State Board of Vocational and Adult Education describes the reasoning behind the establishment of a post-high school marketing curriculum: "Both business people and educators were of the opinion that the curriculum should be flexible and provide students with the necessary knowledge and skills for entrance employment in a variety of marketing areas. It was felt, especially by educators, that the broad marketing curriculum would assure a minimum enrollment, and that as numbers increased, special tracks within the marketing curriculum could be offered. Thus the approved and evaluated marketing program might serve as an umbrella for special tracks which will be detailed later. "

The Post-High School Schedule

Ohio State University:

"On the time schedule of the pilot program students attend school at the Ohio State University two months and then work two months at their respective training schedule..... It is the consensus of those in charge that the rotation plan should coincide with the time schedule of the cooperating institution (in the case of the OWMDP it would be the quarter system--in another institution it might be the semester plan). Instructors could be secured more readily and probably the longer period on the job and in the classroom would have provided more depth in study as well as at work."

Wisconsin State Board of Vocational and Adult Education:

"Certain basic facts definitely point out the need for both short term and two-year post-high school programs. The second half of the twentieth century is often referred to as the 'age of distribution'.... Graduates of the two-year marketing programs are finding good to excellent placement opportunities.

In developing the marketing curriculum those distributive educators who had had previous experiences in cooperative programs, strongly urged that post-high school students not be required to be employed while attending school. Their reasoning on the subject was (1) too much time is spent by the coordinator in supervising students on the job, (2) objections to training station responsibility while attending school, and (3) the availability of suitable jobs. As a result of this thinking, requiring students to be employed while attending school is not a requirement of the marketing program. However, most of the schools do encourage employment of students, especially in a distributive occupation, primarily to make their education more meaningful. Several schools have expressed an interest in internship, either during the school year or during summer months. Business people have shown an interest in such an arrangement. As changes in the curriculum are needed, there will be some necessary adjustments in program standards."

Seattle, Washington:

The program is a regular daytime program, week-in and week-out and in addition, some of the courses listed are offered in the evening program as well.

Richmond, Virginia:

The majority of our programs are short unit classes on employee, supervisory, and management level. We do operate one cooperative class in our regular night school program. These adults work full-time and attend a related training class one night a week.

Central Connecticut State College:

The distributive education program is a combination of classroom work and practical business experience. During two months of the third semester the student will be gainfully employed full-time in a distributive occupation.

Lake Region Junior College, Devils Lake, North Dakota:

All students enrolled in the program are required to work in an acceptable distributive occupation at least 15 hours a week.

Los Angeles City School District:

We have a very large Distributive Education program on the post-high school level....Our classes are almost all held during the evening hours. An exception is our Retail Cashiering program where we conduct classes in the morning as well as in the evening. Most students in our D. E. classes are employed, and are utilizing this as upgrade training to obtain better jobs or are training for work in another field.

Philadelphia, Pennsylvania:

There is one day-time post-high school program. It is a one-year course developed in cooperation with food chain stores in foods merchandising. Students attend school for the full session Monday, Tuesday, and Wednesday and work Thursday, Friday, and Saturday.

Curriculum

A survey of 22 institutions (including four-year colleges, junior colleges, technical institutes, and vocational schools) produced the results shown in Table 1.

A combination of academic subjects and specialized D. E. courses was found in almost every institution studied. The most common academic subjects are English (including communications), psychology, and economics. Among the most popular of the specialty courses are advertising, business mathematics, marketing, salesmanship, business law, and marketing management.

Table 2 summarizes the kinds of work experiences provided for D. E. students in 26 institutions. Fourteen schools provide for some kind of cooperative arrangement, in which students alternate periods of study and work. In eleven of the schools surveyed there was no such alternation. Students in these institutions either received no work experience or received it through part-time jobs or an internship. One school had both a cooperative and a non-cooperative program.

TABLE 1 D. E. CURRICULA IN SELECTED INSTITUTIONS

First Year	Fergus Falls Jr. Col. Fegus Falls, Minne.	Lake Region Jr. Col. Devils Lake, N. Dak.	Ohio State Univ.	Central Conn. State Col. New Britain, Conn.	Oshkosh Tech. Inst. Oshkosh, Wis.	Wausau Tech. Inst. Wausau, Wis.	Kenosha Tech. Inst. Kenosha, Wis.	Fond Du Lac Tech. School Fond Du Lac, Wis.	Coleman Voc. School La Crosse, Wis.	Univ. of N. Dakota Williston Center	Ellsworth College Iowa Falls, Iowa	Big Bend Com. College Moses Lake, Wash.	Racine Tech. Inst. Racine, Wis.	Somerset Co. Tech. Inst. Raritan, N. J.	Yakima Valley Col. Yakima, Wash.	Phoenix College Phoenix, Ariz.	Centralia College Centralia, Wash.	West Allis Tech. Sch. West Allis, Wis.	Eau Claire Tech. School Eau Claire, Wis.	Richmond Prof. Inst. Richmond, Va.	Madison Voc. School Madison, Wis.	Northern Montana College Havre, Montana
Accounting	x	x		x		x		x	x	x		x	x		x	x		x	x		x	x
Advertising		x			x		x			x				x				x				
Art																				x		
American History				x																		
American Institutions					x		x						x								x	
Business Correspondence	x																					
Business Law				x																		
Business Mathematics			x		x	x	x	x	x	x	x		x	x	x	x	x	x	x		x	
Credit Procedures					x		x														x	
Economics	x		x	x	x		x		x						x			x				x
English	x	x	x	x						x	x	x			x	x	x			x		x
Communications					x	x	x	x	x				x	x				x	x		x	

(Continued Next Page)

TABLE 1 (Cont'd)

First Year

Speech		x		x						x	x				x		x			x		
Health	x											x										
Introduction to Business			x								x	x			x		x					
Layout and Lettering						x	x	x														
Marketing		x		x	x	x	x	x	x	x	x		x			x	x	x	x		x	
Retailing				x	x					x	x			x						x		x
Salesmanship	x	x	x		x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x
Merchandise Display						x	x	x											x		x	
Merchandise Management	x													x			x					x
Mid-Management												x										
Office Machines	x																x					
Physical Education	x			x						x		x			x	x	x					x
Science																x						
Psychology		x		x	x	x	x	x	x				x		x	x	x	x	x		x	
Sociology											x											
Supervised Occ. Exp.		x								x	x	x		x								x
Typing	x			x																		

(Continued Next Page)

TABLE 1 (Cont'd)

Second Year

Accounting	x	x	x		x					x	x						x						
Advertising				x		x		x	x				x		x	x				x		x	x
American Government		x				x																	
American Institutions								x	x													x	x
Biology				x																			
Business Machines										x													
Business Law			x		x	x		x	x		x	x	x		x					x		x	x
Case Studies (Work Exp.)			x						x	x													
Communications			x				x									x							
Credit Procedures						x		x	x				x							x			x
Economics		x		x		x		x		x	x	x				x				x		x	
English											x										x		
Insurance							x																
Speech																x							x
Layout & Lettering					x					x													
Marketing Management	x	x	x							x	x	x	x		x	x				x			x

(Continued Next Page)

TABLE 1 (Cont'd)

Second Year

Buying					x								x									
Marketing Internship	x	x		x																		
Marketing Research	x					x													x			
Mathematics				x	x		x												x	x	x	x
Algebra		x																				
Merchandising				x									x		x					x		
Mid-Management (Sem. & Lab)												x					x					
Merchandise Display					x		x		x	x												
Psychology											x		x							x		x
Retail Management	x							x			x											x
Sales Management					x	x	x	x	x		x								x		x	
Salesmanship				x											x					x		
Sociology		x																				
Occupational Research					x	x	x	x					x						x		x	x
Wholesaling								x					x									

TABLE 2 TYPE OF WORK EXPERIENCE

	Co-operative							Non-Coop.		
	Semester-in " out	Quarter-in " out	Month-in " out	Week-in " out	Day-in " out	Combination	Half-Day in " out	No Work	Internship	Part-time Work
School of Voc. & Adult Education Green Bay, Wisconsin								x		
Clover Park Vocational School Lakewood Center, Washington							x			
State Department of Education Florida	x									x
Racine Vocational Technical School Racine, Wisconsin										x
Oshkosh Technical Institute Oshkosh, Wisconsin								x		
Yakima Valley College Yakima, Washington							x			
Columbia Basin College Pasco, Washington							x			
Phoenix College Phoenix, Arizona						x				
Centralia College Centralia, Washington							x			
West Allis Vocational School West Allis, Wisconsin										x
Eau Claire Technical School Eau Calire, Wisconsin								x		
School of Distribution Richmond, Virginia							x			
Madison Vocational School Madison, Wisconsin										x
Northern Montana College Havre, Montana		x								
University of North Dakota Williston, North Dakota							x			
Ellsworth Community College Iowa Falls, Iowa		x								
Big Bend Community College Moses Lake, Washington							x			
Ohio State University Columbus, Ohio		x								
Fergus Falls Junior College Fergus Falls, Minnesota									x	

TABLE 2 (Cont'd)

Lake Region Junior College Devils Lake, North Dakota							x				
Essex County Agricultural School Hathorne, Mass.	x						x				
Central Conn. State College New Britain, Conn.						x					
Wausau Technical Institute Wausau, Wisconsin								x			
Fond du Sac Vocational School Fond du Sac, Wisconsin								x			
Kenosha Technical Institute Kenosha, Wisconsin								x			
Coleman Vocational School La Crosse, Wisconsin								x			

Conclusions:

The above items bring out the following facts:

1. Many programs classified as post-high school are in fact adult evening programs.

2. There is difference of opinion as to whether cooperative work experience is desirable.

3. School and work schedules vary greatly.

4. There is a question as to whether the student's schedule shall be geared to the convenience of the school or the needs of the business.

5. Most programs combine a study of academic subjects and more specialized D. E. courses, with emphasis on the latter.

In reflecting on the problem of the kind of school-work schedule to set up for the various types of business listed, and accepting the implication that a cooperative program is desirable and would be supported by business, one conclusion is that a full-time, all-day work period is preferred over a part-day period. This might be a three-day period as in Philadelphia, or a recommended semester-period as in Ohio, or anything in between. Any particular or special arrangement, as in Philadelphia, would have to have sufficient numbers in one business to make it feasible to operate a class for the peculiar needs of that business.

It is, therefore, impossible to determine the kind of schedule which should be set up for the types of business indicated. In each case it would depend on the requirements of the business, their willingness to cooperate, and the availability of students. The assumption is, of course, that the program of the school would be so flexible as to accommodate various schedules.

CHAPTER IV

PROJECTION OF EMPLOYMENT IN SELECTED DISTRIBUTIVE TRADES, SELECTED AREAS, 1970

The accompanying projections of employment in the selected distributive trades were prepared for the following areas: Bucks County[1], Montgomery and Philadelphia Counties, Pennsylvania; and Burlington and Mercer Counties, New Jersey.

Two sets of projections were developed:

1. Based on place of <u>residence</u> enumerations. These were done for Bucks County as a whole and for that portion known as Lower Bucks County.

   The <u>residence</u> concept implies that the employment data were derived from tabulations of answers to questions asked of persons interviewed at their place of residence or supplying questionnaires from their residences. The Census of Population uses this method, asking labor force status and employment questions of such residents. The results are a unique, unduplicated count of persons living in an area who may not however work in that area, commuting to their jobs in other areas. One may interpret the data derived in this manner as a measure of the number of persons available for work out of the area's population. The Bureau of the Census uses a unique classification system for the residence enumeration.

2. Based on place of <u>establishment</u> enumerations. These were done for Bucks, Montgomery and Philadelphia Counties, Pennsylvania; and Burlington and Mercer Counties, New Jersey.

   The <u>establishment</u> concept implies that the employment data are derived: (1) from surveys of establishments (Census of Manufactures, Census of Business, Bureau of Labor Statistics - Bureau of Employment Security Surveys of establishments); (2) as a by-product of the operations of the Unemployment Compensation program - quarterly contribution reports on covered workers; and (3) resulting from the program of the Old Age and Survivors Benefits program reported every two or three years in <u>County Business Patterns.</u>

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(1) Bensalem Township, Bristol Township, Falls Township, Hulmeville Borough, Langhorne Borough, Langhorne Manor Borough. Lower Makefield Township, Lower Southampton Township, Middletown Township, Morrisville Borough, Penndel Borough, Tulleytown Borough, Yardley Borough.

For a number of reasons these projections were based on the historical trends and the proportions of recent history. No elements of judgment have been used to modify the historical trends which were carried forward to 1970. For this reason and because of the methods employed in developing the projections of details, they should be regarded as extremely tentative.

As a matter of fact, the expectation that they would be regarded with extreme caution in using them as guidelines for curriculum building is the only justification for presenting these projections in the detail shown.

1. Projections of Employment by Place of Residence

These projections were made for Bucks County and for portions of Lower Bucks County only, which is the area of residence of potential trainees in the Distributive Trades. The numbers projected in the various industries can be regarded as the number of persons residing in Bucks County who might be interested in becoming employed in selected distributive trades.

The basic data and methods used to make these estimates are consistent with the concept of residence employment. Bucks County's population by age and sex was first projected (a most probable selection was made). The next step was to project the trend of the labor force participation rates, by age and sex. The 1970 labor force by age and sex was then obtained by multiplying the labor force participation rates by the population in each age group. The average of the 1950 and 1960 total employment rates was then applied to the total labor force in 1970 to obtain the estimated level of employment at that point.

Employment by industry for 1970 was then obtained by projecting the trend of the percentage distributions of 1940, 1950, and 1960 (based on census of population data) to 1970 and multiplying the resulting factors by the projected 1970 total employment. The resulting employment data were prepared for broad industry groupings, largely on the 2-digit level.

The three and four digit residence concept employment estimates were derived by applying the 1960 proportions obtained from the 1960 census of population for Bucks County to the 1970 residence based projections for Bucks County for the following industries: wholesale trade, retail trade, finance, insurance and real estate, and selected services. The four occupational categories (shipping and receiving clerks, stock clerks and storekeepers, sales workers, truck drivers and deliverymen) were distributed among the projected 1970 employment in the indicated manufacturing industries according to proportions derived from the 1960 table of employment of occupations by industry for the Philadelphia Standard Metropolitan Statistical Area, 1960 Census of Population.

The 1970 estimates for the lower Bucks County subject area were derived from the 1960 proportions, applied to the projections for broad groups described in the previous paragraph.

These projections are regarded as tentative inasmuch as the estimating procedures have not been evaluated; in fact, some of them cannot be evaluated. It is, therefore, difficult to state the margin of error in the 1970 figures. If the margins of error are large enough, their effect can be greatly exaggerated for estimates containing small numbers - eliminating some estimates where there were possible overstatements and doubling or tripling others where there exist understatements.

At this stage, the figures have not been examined by persons familiar with local conditions whose judgment might alter the final projections.

Attention might be called to the fact that the method of projecting employment by major industry categories, starting as it does with a population projection, is essentially that also followed in the Penn-Jersey Transportation Study. There are also differences between the two procedures: (1) as to the method of population forecasting; (2) the use of census of population employment data contrasted with Bureau of Employment Security data; (3) different years as benchmarks; and (4) degree of detail. This list does not necessarily exhaust the differences between the two methods.

2. Projections of Employment by Location of Establishment

This set of projections was developed for the area which provides the employment opportunities or jobs for persons presumably interested in the Distributive Trades. Projections were made separately for Bucks, Montgomery and Philadelphia Counties, Pennsylvania; and for Burlington and Mercer Counties, New Jersey. Data limitations and methodological considerations prescribed that projections were made initially for the broad industry groupings: trade, finance, insurance and real estate, and services.

The industry employment data were obtained from published and unpublished materials furnished by the Bureau of Employment Security, generally for the March quarter each year, 1950-1963. The data, for counties, largely 'covered worker' data were adjusted for classification changes and raised to approximate the total wage and salary worker employment concept. The projected employment figures were then adjusted upward by the 1958 proportion of active proprietors of unincorporated enterprises as reported in the Census of Business, 1958.

The trends of the major industries were first examined for Pennsylvania as a whole so as to make a determination as to which of a number of mathematical curves would describe the trends most closely (straight line, logistics, etc.). Having selected the trend on this basis for each industry, the appropriate formula was applied to each county's employment in the respective major industries, after the annual data were plotted on graph paper to make sure that the state derived curves would actually fit the county data.

The detailed projections for wholesale trade and its components, with trade and its components, finance, insurance and real estate and its components and selected services, were derived as follows, For each of the selected industries, data on employment by place of establishment were obtained from the 1958 Census of Business Patterns (wholesale and retail trade and selected services), and from the County Business Patterns for 1959 and 1962. Comparable data were not available to permit an analysis of trends. The 1959 and 1962 data were averaged to minimize the influence of the business cycle and other random changes. Any data which were not reported in either 1959 or in 1962 were estimated from the 1959, 1962 or 1958 data before the averaging was done. The average employment of paid employees for 1959/62 was then raised by the proportion of active proprietors of unincorporated enterprises obtained from the 1958 Census of Business (except for finance, insurance and real estate for which no data could be found).

The average employment in 1959/62 constituted the weights which were used to distribute the total projected employment in trade, in finance, insurance and real estate and in services. There was no attempt made to force subtotals to agree with totals (disagreement may result from rounding), since interest centered on selected industries. (2)

These projections must also be treated quite cautiously because of the lack of data to develop trends for minor groups and because verification by means of comparing them with other data is impossible. The elements of judgment did not enter into the projective process at this stage and therefore the results are purely historical trends. It was not possible to determine the degree of error, nor to determine the extent to which the 1959/62 proportions should have been changed for a more accurate representation of the 1970 situation. As indicated above quite small changes can make significant alterations in the magnitudes of many of the estimates.

Projection 1 and Projection 2 should be viewed separately: the first as relating to residents and the second as relating to job opportunities afforded to those residents. The differences in any category are to be ascribed to:

1. Differences in concept.
2. Differences in data sources.
3. Differences in classification.
4. Differences in historical time periods used as benchmarks.
5. Differences in commutation, multiply jobholding and random factors.
6. Differences in the dates of enumeration.

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(2) Some distortion due to seasonal factors may exist because the data used in the projections of the major industries and the data from County Business Patterns relate to March and the data derived from the Census of Business relate to November.

BROAD CHANGES IN EMPLOYMENT IN THE DISTRIBUTIVE TRADES, 1960-1970

Projection: 1 Changes in Population, Labor Force and Employment by Industry, Bucks County, 1960-1970

The number of residents of Bucks County and of the lower Bucks County subject area employed in the detailed Distributive Trades in 1960 provided the weights for distributing the 1970 employment in the broad groups: wholesale trade, retail trade, finance, insurance and real estate, and selected services. It is, therefore, of some interest to note and compare the changes in the employment of these broad groups with one another, and with changes in the population and the labor force (see the accompanying table).

Overall, impressive changes in population and labor force are expected in Bucks County for 1970. (3) The changes in total employment are consistent with those changes. For the lower Bucks County subject area, substantial increases in population, labor force and employment are expected, rates of increase which are as high as for Bucks County as a whole. This result is due to the constraints imposed by the estimating procedures. For Bucks County as a whole, the rates of change of employment in the broad groups of the Distributive Trades were in all cases higher than in employment as a whole. The most impressive changes occurred in wholesale trade and in finance, insurance and real estate. While not as high, the changes in retail trade and in the services are also very substantial.

Generally, the high rates of growth are computed on rather small bases. The same amount of growth in total employment will produce a higher rate of growth in one of the subcategories than for employment as a whole. It is for this reason that caution should be exercised in accepting these projections as absolutely precise statements.

The changes shown for manufacturing industries are for total employment for all manufacturing in Bucks County and for the combinations of two-digit industries shown. The percentage changes for each industry and those implicit in the 1970 projections of employment in the distributive occupations in the listed manufacturing industries. It will be noted that high rates of increase of employment are projected from the historical records for all manufacturing except for the textile and apparel groups. Note again that these changes are computed on relatively small bases and reflect the growing opportunities in the whole metropolitan area where Bucks County residents will find employment.

Relatively smaller growth rates are projected for the nine-county area by the Penn-Jersey Transportation Study. But these rates are computed from larger bases, where lower rates of growth are consistent with larger absolute amounts of

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(3) The projected changes in the population figures are about 8 percent higher than those published by the Bell Telephone Company and fall between the low and medium projections of the Penn-Jersey Transportation Study.

PROJECTION: 1

CHANGES IN RESIDENT POPULATION, LABOR FORCE AND EMPLOMENT IN DISTRIBUTIVE TRADES, BUCKS COUNTY, PENNSYLVANIA, 1960-1970

Population Labor Force Employment	Bucks County			Subject Area*		
	1960	1970	Percent Change	1960	1970	Percent Change
Population	308,567	473,700	53.5	107,187	164,500	53.5
Labor Force	116,800	195,100	67.0	59,960	100,200	67.0
Total Employment	112,500	188,500	67.6	56,910	95,400	67.8
Employment in Selected Distributive Trades	27,797	50,566		14,651	25,357	
Wholesale Trade	2,757	5,477	98.7	1,515	2,862	88.9
Retail Trade	15,334	27,102	76.7	8,222	13,819	68.1
Finance, Ins., R.E.	3,705	7,471	101.6	1,978	3,793	91.8
Bus. & Repair Services	2,577	4,465	73.3	1,466	2,415	64.7
Personal Services	2,982	5,308	78.0	1,253	2,121	69.3
Enter. & Rec. Services	442	743	68.1	217	347	59.9
Distributive Employment in Mfg. Industries						
Total Manufacturing	46,026	79,151	72.0			
Furniture, Lumber & Wood Prod.	804	1,459	81.5			
Primary ferrous, non-ferrous, Fabr.	12,115	25,712	112.2			
Machinery, exc. Elec. & Elec. Mach.	8,620	15,573	80.7			
Motor Vehicles	1,227	2,716	121.4			
Aircraft & Other Trans. Equip.	977	1,436	47.0			
Food & Kindred Prod.	2,560	4,759	85.9			
Textile Mill Prod.	1,863	299	-84.0			
Apparel & Other Fabr. Textile Prod.	3,246	1,614	-50.3			
Printing, Publish. & Allied Prod.	1,977	3,998	102.2			
Chemicals & Allied Prod.	3,689	6,255	69.6			
Other Durables, Rubber, Plastics, Non-Durables	8,948	15,330	71.3			

Source: U. S. Census of Population.
Temple University, Bureau of Economic and Business Research.

* Subject area includes: Bensalem Township, Bristol Township, Falls Township, Hulmeville Borough, Langhorne Borough, Langhorne Manor Borough, Lower Makefield Township, Lower Southampton Township, Middletown Township, Morrisville Borough, Penndel Borough, Tulleytown Borough, Yardley Borough

employment in the various industries. The absolute growth in the nine-county area has the capacity to absorb Bucks County's growth in resident employment, granted that growth in the other areas is consistent with such growth. This is a major assumption of this report. A comparison of growth in the area as a whole with those for Bucks County would seem to indicate that this assumption is probably warranted, except for the growth rates in manufacturing, which may be too high, and this despite the fact that the growth rates shown were derived from the historical record.

Projection: 2 Changes in Employment in the Establishments of the Distributive Trades for Bucks, Montgomery, Philadelphia Counties, Pennsylvania; and for Burlington and Mercer Counties, New Jersey, 1960-1970

The accompanying table presents the changes in the broad industry groups implicit in the projections of employment, by location of establishment, for trade, finance, insurance and real estate, and services. The fact that wholesale and retail trade were projected as a figure for trade as a whole accounts for the identity of their rates of change.

Substantial changes are to be noted in every county for all categories except for trade in Philadelphia County. The decline of employment in wholesale trade in Philadelphia County was not offset by its growth in the other counties, despite high rates of growth.

The generally large increases and high growth rates are consistent with the growth in population, greater in surrounding counties, than for Philadelphia. These population growth rates may be thought of as accounting for the growth of industry. Complex interactions between the central city and the suburbs, of course, account for the observed differential growth rates. This is not to say that changes in the employment of certain industries do not influence the movement of populations.

The unknown margins of error in these growth rates should produce caution in their interpretation. Heavy dependence should not be placed on the assumption of precise accuracy of the projected figures.

PROJECTION: 1

PROJECTED EMPLOYMENT FOR DISTRIBUTIVE EDUCATION, BUCKS COUNTY AND SUBJECT AREA, SELECTED INDUSTRIES BY PLACE OF RESIDENCE, 1970
(Cont'd)

Industry#	D. E. SIC Code#	Weight	BUCKS COUNTY Employment of Shipping and Receiving Clerks	Employment of Stock Clerks and Storekeepers	Employment of Sales Workers	Employment of Truck Drivers and Deliverymen
Manufacturing Industries						
Furniture, lumber & wood prod.	25	1	33	4	78	56
Primary & fabricated metals	33	1	313	178	481	344
Machinery incl. elec.	35	1	164	163	291	94
Motor vehicles	371	1	27	45	42	28
Aircraft & other trans. equip.	372	1	2	16	6	11
Food & kindred products	20	1	69	19	317	729
Textile mill products	22	1	5	1	5	2
Apparel & kindred	23	1	25	4	26	3
Printing & publishing	27	1	49	9	524	85
Chemicals & allied prod.	28	1	106	39	311	91
Other durables & non-durables			231	95	503	324

Source: U. S. Department of Commerce, Bureau of the Census, U. S. Census of Population 1960.

U. S. Office of Education, U. S. Department of Health, Education and Welfare, Office of Education, Standard Industrial Classification For Use in Distributive Education.

Temple University, School of Business Administration, Bureau of Economic and Business Research.

* Subject area includes: Bensalem Township, Bristol Township, Fallingston Township, Lower Makefield Township, Morrisville Boro, Tulleytown Boro, Yardley Boro.

The Standard Industrial Classification categories have been associated with the Census of Population categories according to the suggestions of the Bureau of the Census.

PROJECTION: 1

PROJECTED EMPLOYMENT FOR DISTRIBUTIVE EDUCATION, BUCKS COUNTY AND SUBJECT AREA, * SELECTED INDUSTRIES BY PLACE OF RESIDENCE, 1970

Industry#	D E. SI C Code#	Weight	Employment			
			Bucks County		Subject Area*	
			1960	1970	1960	1970
Wholesale and Retail Trade						
Wholesale Trade			2,757	5,477	1,515	2,862
Motor vehicles & equipment	501	1	200	397		
Drugs, chemicals & allied prod.	502	1	117	232		
Dry goods,& apparel	503	1-2	36	72		
Food & related products	504	1	423	840		
Farm prod.- raw materials	505	-	81	161		
Electrical goods, hardware & plumbing equipment	506,507	1-2	285	566		
Machinery, equip., & supplies	508	-	457	908		
Petroleum products	5092	-	190	377		
Misc. wholesale trade	5091,5093-5099	1	851	1,691		
Not spec. wholesale trade			117	233		
Retail Trade			15,334	27,102	8,222	13,819
Food & dairy products	54	4	2,842	5,024	1,580	2,415
Eating & drinking places	58	3	2,712	4,793	1,338	2,290
General mdse. retailing	53 exc. 533	4	2,225	3,933		
Ltd. price variety stores	533	4	630	1,113		
Apparel & accessories stores	56 exc. 566	4	696	1,230		
Shoe stores	566	2	171	302		
Furn. & household furnishings	571	4	404	714		
Household appliances & access.	572,573	2	326	576		
Motor vehicles & accessories	55 exc.554	2	1,654	2,923		
Gasoline service stations	554	2	804	1,421		
Drug stores	591	4	549	970		
Hardware & farm equipment	525	3	284	502		
Lumber & building materials	521-524	1	518	916		
Liquor stores	592	-	72	127		
Retail florists	5992	4	98	173		
Jewelry stores	597	2	113	200		
Fuel & ice dealers	598	3	337	596		
Misc. retail stores	593-596, 599 exc. 5992	2	647	1,144		
Not spec. retail trade			252	445		
Other retail			9,780	17,285	5,304	9,104

(Continued)

PROJECTION: 1 (Cont'd)

Industry#	D E. SI C Code#	Weight	Employment Bucks County 1960	Bucks County 1970	Subject Area* 1960	Subject Area* 1970
Finance, Insurance & Real Estate			3,705	7,471	1,978	3,793
Banking & credit agencies	60, 61	2-1	1,256	2,533		
Security & commodity brokerage	62, 67	-	90	181		
Insurance	63, 64	1	1,675	3,378		
Real Estate	65, 66	1	684	1,379		
Business & Repair Services			2,577	4,465	1,466	2,415
Advertising	731	1	236	409		
Misc. business services	732-736,739	1	1,028	1,781		
Automobile repair services	75	1-2	729	1,263		
Misc. repair services	76	2-1	584	1,012		
Personal Services			2,982	5,308	1,253	2,121
Private households	88		1,347	2,398	470	649
Hotels & lodging places	70	2	365	650		
Laundering, cleaning & dyeing	721-727	1	509	906		
Dressmaking shops	729	-	28	50		
Shoe repair shops	725	-	46	82		
Barber & beauty shops	723, 724	-	557	991		
Misc. personal services	722,726,729		130	231		
Entertainment & Recreation Services			442	743	217	347
Theaters & motion pictures	78, 792	-	119	200		
Bowling, billiard & pool	793	-	80	135		
Misc. entertain. & rec. services	791, 794	2	243	408		
Selected Services (total)			6,001	10,516	2,936	4,938

PROJECTION: 2

PROJECTED EMPLOYMENT FOR DISTRIBUTIVE EDUCATION, 5 COUNTY AREA, 1970 BY LOCATION OF ESTABLISHMENT

Industry	D. E. SIC Code	Weight	Employment: Bucks County Average 1959-62	Bucks County 1970	Montgomery County Average 1959-62	Montgomery County 1970	Philadelphia County Average 1959-62	Philadelphia County 1970	Burlington County Average 1959-62	Burlington County 1970	Mercer County, N.J. Average 1959-62	Mercer County, N.J. 1970
Wholesale & Retail Trade												
Wholesale Trade												
Motor vehicles & equip.	501*		141	208	746	1,038	4,058	3,581	120	184	287	314
Automotive equip.	5013	1	68	100	319	444	2,601	2,295	40	61	165	180
Tires & tubes	5014	1					538	475			32	35
Drugs, chemicals & allied prod.	502*		136	201	1,374	1,912	3,897	3,439			185	202
Drugs, sundries	5022	1			105	146	1,756	1,550				
Paints, varnishes	5028	1			207	288	337	297				
Dry goods, apparel	503*				89	124	3,041	2,684			56	61
Dry & piece goods, notions	5032	1					900	794				
Apparel & access.	5035	1			57	79	1,666	1,470			15	16
Footwear	5039	2					445	393				
Groceries & related prod.	504*		424	626	1,162	1,617	9,777	8,628	45	69	732	801
Groceries, gen. line	5042	1					1,058	934				
Dairy prod.	5043	1			135	189	1,145	1,010			32	35
Confectionery	5045	1					332	293			58	63
Meat, Meat Prod.	5047	1			37	51	2,050	1,809			150	164
Fresh fruits & veg.	5048	1					1,575	1,390			93	102
Electrical goods	506*		121	179	564	785	7,273	6,418	33	51	268	293
General elec. mdse.	5062	1					263	232				
Elec. appl., T.V., radio	5064	1					2,178	1,922				
Electronic parts, equip	5065	2			227	316	1,163	1,026			32	35

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Hardware, plumbing heating equip.	507*		161	238	297	413	2,762	2,437	80	123	164	179
Hardware	5072	1			79	110	860	759				
Plumb., heating equip.	5074	2			192	267	1,232	1,087			97	106
Air-cond., refrig. equip.	5077	2					637	562				
Miscellaneous wholesale	509*		579	854	4,331	6,026	26,547	23,427	687	1,052	1,817	1,988
Metals, minerals	5091	1	18	27	481	669	3,843	3,391			74	81
Furniture, home furn.	5097	1	32	47	58	81	2,028	1,790			206	225
Total Wholesale Trade	*		1,700	2,508	9,215	12,821	71,518	63,114	1,095	1,677	4,273	4,674
Retail Trade												
Lumber, Bldg., Hdw., farm equip.	52*		733	1,082	1,335	1,857	2,782	2,455	417	638	616	674
Lumber yards	5211	1	282	416	416	579	751	663	216	331	219	240
Bldg. materials dlrs.	5212	1	57	84	270	376	354	312			89	97
Heating, plumbing equip. dealers	522	1					290	256				
Paint, glass, wallpaper stores	523	3	85	125	123	171	426	376	40	61	97	106
Electrical supply stores	524	1					63	56				
Hardware stores	5251	3	119	176	339	472	794	701	63	96	133	145

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General Merchandise	53*		1,445	2,133	5,260	7,318	30,733	27,122	755	1,156	2,566	2,806
Department stores	531	4	604	891	3,613	5,026	17,366	15,325			1,453	1,589
Ltd. price variety stores	533	4	502	741	876	1,219	3,194	2,819	379	580	475	519
Dry goods, gen. mdse. stores	5392	3	104	153	353	491	1,470	1,297			326	357
General stores	5393	3	82	121	62	86	112	99				
Food	54*		2,425	3,579	4,732	6,583	27,134	23,945	1,479	2,264	2,956	3,233
Supermkts., groc. & del. stores	541*	4	1,751	2,584	3,593	4,999	18,474	16,303	1,118	1,711	1,846	2,019
Meat markets	5422	2	217	320	219	305	2,033	1,794			209	229
Fish markets	5423	2					272	240			27	30
Fruit stores, veg. markets	543	2	82	121	82	114	575	507			64	70
Candy, nut, confec. stores	544	2	53	78	140	195	2,568	2,266	22	34	112	122
Dairy products stores	545	2	20	30			250	221			64	70
Retail bakeries - manufacturing	5462	3					196	173			204	223
Retail bakeries - nonmanufacturing	5463	1					802	708			38	42
Auto. Delrs. & Gas. Serv. Stns.	55*		2,256	3,330	3,704	5,153	8,849	7,809	1,440	2,204	1,918	2,098
Pass. car dealers, franchised	551	2	1,231	1,817	1,808	2,515	4,191	3,699	733	1,122	799	874
Pass. car dealers, nonfranchised	552	1	118	174	165	230	462	408			59	65

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Tire, battery, access. dealers	553	1	224	331	180	250	1,132	999	62	95	124	136
Gas. Serv. Stations	554	2	995	1,469	2,102	2,924	4,422	3,902	768	1,176	885	968
Apparel & Accessories	56*		635	937	2,723	3,788	12,164	10,735	323	494	1,554	1,700
Men's, boy's clothing stores	561	4	97	143	337	469	2,569	2,267	65	100	252	276
Women's, ready-to-wear stores	562	4	173	255	761	1,059	4,079	3,600	71	109	489	535
Millinery stores	5631	2			44	61	408	360			76	83
Lingerie stores	5632	2					440	388			8	9
Hosiery stores	5633	2					68	60				
Other spec. stores (women's)	5634	2			119	166	349	308			47	51
Child's, infants' wear stores	564	3	103	152	79	110	697	615			97	106
Family clothing stores	565	2	55	81	626	871	409	361	67	103	317	347
Men's shoe stores	5662	2					238	210			13	14
Women's shoe stores	5663	2			80	111	573	506			68	74
Child. 's shoe stores	5664	2					75	66				
Family shoe stores	5665	4	148	218	209	291	863	762	46	70	95	104
Custom tailors	567	1	13	19	43	60	435	384			26	28
Furriers, fur shops	568	1					287	253			41	45
Misc. apparel	569	1					43	38				
Furn., Home furnishings & Equipment	57*		492	726	1,320	1,836	5,231	4,616	335	513	928	1,015
Furn., & household furnishings	571*		269	397	813	1,131	3,265	2,821	196	300	560	612
Furn. stores	5712	4	167	246	539	750	1,960	1,730	164	251	365	399
Floor cov. stores	5713	3	97	143	159	221	584	515			95	104
Drapery, curtain, uphls. stores	5714	3			47	65	324	286			56	61
China, glass., metal stores	5715	2					68	60				

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Misc. home furn. stores	5719	2			35	49	252	222				
Household appl. stores	572	2	151	223	239	333	1,051	927	104	159	204	223
Radio, T.V. & music stores	573*		72	106	266	370	922	814	32	49	166	182
Radio & T.V. stores	5732	3	64	94	200	278	392	346			40	44
Record, musc. instru. stores	5733	2			66	92	531	469			124	136
Eating & Drinking Places	58*		2,859	4,220	5,981	8,321	33,255	29,347	1,727	2,644	3,397	3,715
Restaurants, cafeterias, etc.	5812	3	2,315	3,417	4,772	6,639	24,914	21,986	1,214	1,858	2,464	2,695
Other Retail Stores	59*		2,009	2,965	4,020	5,593	14,519	12,813	1,139	1,744	2,135	2,335
Drugstores	591	4	492	726	1,133	1,576	4,630	4,086	306	468	491	537
Book & stat. stores	594*		40	59	440	612	733	647	42	64	62	68
Book stores	5942	1			367	511	228	201			16	17
Stationery stores	5943	2			73	102	462	408			46	50
Sporting goods & bicycle stores	595*				98	136	224	198	39	60	68	74
Sporting goods strs.	5952	2			84	117	201	177				
Farm & garden supply stores	596*		142	210	176	245	175	154	108	165	275	301
Other farm & grdn. supply stores	5969	2					86	76			24	26
Jewelry stores	597	2	46	68	147	205	1,164	1,027	45	69	107	117
Fuel & ice dlrs.	598*		453	669	479	666	1,892	1,670	183	280	389	425
Fuel oil dealers	5983	3	373	551	383	533	1,068	942	143	219	276	302
Retail stores n.e.c.	599*		369	545	1,330	1,850	4,374	3,860	202	309	442	483
Florists	5992	4	71	105	201	280	794	701	61	93	112	122
Camera, photo. supply stores	5996	2			64	89	224	198			29	32

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Gift, novelty, souvenir shops	5997	2	69	102	180	250	468	413	33	51	71	78
Misc. retail stores, n. e. c.	5999	1	96	142	248	345	1,455	1,284			161	176
Nonstore Retailers	53*		382	564	7,724	10,746	33,376	29,454	755	1,156	3,192	3,491
Mdse. vending mch. operators	534	1			144	200	599	529			141	154
Direct selling org.	535	1	343	506	302	420	2,734	2,413			304	332
Total Retail Trade	*		12,898	19,036	29,643	41,240	157,034	138,581	7,833	11,991	16,086	17,593
Finance, Insurance & Real Estate												
Banking	60	2	437	509	1,229	1,856	11,711	13,896	423	685	1,125	1,518
Credit Agencies Other Than Banks	61*		191	222	583	880	4,446	5,276	101	164	371	501
Finc. inst. other than banks	611	1	1									
Savings & loan ass.	612	1	117	136	278	420	1,563	1,855	64	104	77	104
Personal credit inst.	614	1	64	75	196	296	1,838	2,181			249	336
Bus. credit inst.	615	1					775	920				
Sec. & Commodity Brokers & Services	62						3,769	4,472				
Insurance Carriers	63*		185	215	1,391	2,101	20,269	24,051	129	209	1,581	2,133
Life insurance	631	1	144	168	513	775	9,692	11,501			490	661
Accident & hlth. ins.	632	1					1,074	1,274				
Ins. Ag., Brokers & Service	64		152	177	250	378	3,469	4,116	55	89	227	306
Real Estate	65*		389	453	1,190	1,797	8,625	10,235	286	463	442	596
Real est. operators & lessors	651	1	131	153	744	1,124	6,130	7,274	64	104	263	355
Total Fin., Ins., & Real Estate	*		1,460	1,700	5,165	7,800	55,115	65,400	1,050	1,700	4,076	5,500

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Services											
Hotel & Other Lodging Places	70*						5,679	8,079	317	864	741	1,048
Hotels-year round	7011	2	95	245	301	620	4,542	6,462	62	169	648	917
Motels & tourist courts	7013	2	104	268	222	457	487	693	231	630	71	100
Personal Services	72*		1,025	2,639	3,288	6,771	22,252	31,658	1,027	2,799	2,335	3,304
Power laundries	7211	1			306	630	4,250	6,047	157	428	647	915
Laundries, exc. power & self-serv.	7212	1					406	578				
Indus. launderers, linen supply	7213	1					1,748	2,487				
Self-serv. launds.	7215	1			74	152	176	250				
Clng., dyeing plants	7216	1	373	960	782	1,524	3,034	4,317	154	420	337	477
Clng., press., shops repair	7271	1	88	227			197	280	91	248	77	109
Business Services	73*		525	1,352	1,902	3,917	19,182	27,291	936	2,551	3,044	4,307
Advertising agencies	7311	1			98	202	2,329	3,314				
Credit reporting & collection	732						993	1,412				
Auto. Services, Repair Garage	75*		448	1,154	1,800	3,707	6,162	8,767	240	654	655	927
Auto. truck rentals wo/drivers	7511	1										
Top, body rep. shps.	7531	2	89	229	183	377	625	889	34	93	167	236
Battery, igntn. & service shops	7532	1			38	78	52	74				
Radiator rep. shops	7533	1			36	74	89	127				
Tire repair shops	7534	1			35	72	86	122				
Paint shops	7535	2			74	152	142	202				
Glass replacement, repair shops	7536	1			29	60	104	148				

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Gen. auto. repair	7538	2	231	595	675	1,390	1,999	2,844	163	444	116	164
Auto. rep. shops, n. e. c.	7539	1					207	295				
Auto. services except repair	754						776	1,104			172	243
Misc. Repair Services	76*		379	976	604	1,243	4,516	6,425			524	741
Elec. rep. shops	762	2	137	353	162	334	1,341	1,908			189	267
Reupholstery & furniture repair	764	1	45	116	97	200	580	825			101	143
Amusement & Recreation Services	79*		407	1,048	1,983	4,084	4,086	5,813	191	521	489	692
Sports promoters & amus., n. e. c.	7949	2	62	160	91	187	756	1,076			67	95
Total Services (Selected)	*		2,885	7,429	9,788	20,156	61,869	88,022	3,183	8,676	8,201	11,603

*Details may not add up to totals because some details have not been estimated. Much dependence should not be placed on the precision of these estimates, particularly those less than 100. The figures should be viewed in terms of order of magnitude rather than precise absolute values.

n. b. Blank spaces indicate no data available for any of a number of reasons: Confidentiality requirement, no establishments in that industry.

PROJECTION: 2

CHANGES IN POPULATION AND EMPLOYMENT IN THE ESTABLISHMENT OF THE DISTRIBUTIVE TRADES IN A 5-COUNTY PHILADELPHIA AREA, 1959/62 - 1970

Broad Distributive Trades	EMPLOYMENT IN ESTABLISHMENTS											
	TOTAL 5 COUNTIES		BUCKS COUNTY		MONTGOMERY COUNTY		PHILADELPHIA COUNTY		BURLINGTON COUNTY		MERCER COUNTY, N.J.	
	Average 1959-62	1970	Average 1959-62	1970	Average 1959-62	1970	Average 1959-62	1970	Average 1959-62	1970	Average 1959-62	1970
Wholesale Trade	87,801	84,794	1,700	2,508	9,215	12,821	71,518	63,114	1,095	1,677	4,273	4,674
Percent Change		- 3.4		47.5		39.1		-11.8		53.2		9.4
Retail Trade	223,494	228,441	12,898	19,036	29,643	41,240	157,034	138,581	7,833	11,991	16,086	17,593
Percent Change		2.2		47.6		39.1		-11.8		53.1		9.4
Finance, Insur. & R. E.	66,866	82,100	1,460	1,700	5,165	7,800	55,115	65,400	1,050	1,700	4,076	5,500
Percent Change		22.8		16.4		51.0		18.7		61.9		34.9
Services	85,926	135,866	2,885	7,429	9,788	20,156	61,869	88,022	3,183	8,676	8,201	11,603
Percent Change		58.1		157.5		105.9		42.3		172.6		41.5
	1960	1970	1960	1970	1960	1970	1960	1970	1960	1970	1960	1970
Population	3,319,279	3,730,242	308,567	473,700	516,682	652,966	2,002,509	2,008,676	225,129	292,900	266,392	302,000
Percent Change		12.4		53.5		26.4		0.3		30.1		13.4

Source: Temple University, Bureau of Economic and Business Research, and data obtained from the Penn-Jersey Transportation Study.

CHAPTER V

VOCATIONAL INTERESTS AND OPPORTUNITIES IN THE BUCKS COUNTY AREA

Statement of Mission

The aspects of the total undertaking relegated to the psychologists involved a four stage proposition. Part One involved a survey of the attitudes, interests, and availability of the student population (present and graduated) relative to their participation in a post-high school distributive education (henceforth DE) program.

Part Two involved the identification of potential employers (in the lower Bucks County area) and a determiniation of their willingness to participate in such a program. Also, from these people we attempted to get information on the potential number of job openings, job requirements, etc.

The third phase of the program was to write detailed job descriptions specifying the nature of the job and the skills and requirements necessary to do the job.

Finally, the first three stages will be brought together in a series of recommendations for the kinds of courses to be offered, as well as specifying the nature of the content deemed necessary in light of the reflected needs of the community.

Procedures - Step I

The procedures initiating Step I were set in motion by a meeting involving the guidance counselors in the school districts represented by the geographic boundaries After the general aims of the study were discussed and their cooperation enlisted, an exact count of the size of each graduating class was determined (including dropouts). From the total of the seven districts a systematic sample of approximately 300 was drawn. The same procedure was used for the 1963 graduating class, and the names and addresses were sent to the Educational Service Bureau (N = 516).

A pair of questionnaires was designed (with the aid and criticism of the school counselors) and one of these was completed by the graduating class sample (graduating in June, 1965). The other was mailed out to the 1963 graduates. The questionnaires are included as Exhibits A and B; the covering letter is Exhibit C.

When the questionnaires were returned, the data were tabulated. Of the 288 questionnaires filled out by the class of 1965, only 279 were useable. The calss of 1963 returned 114 useable questionnaires out of 516 questionnaires mailed out

for a 22% return.[1] This return involved two mailings of questionnaires; the first to the total sample, and the second to those who hadn't returned their questionnaires within one month. For the purposes of the survey, the return is deemed adequate by the Research Staff.

Step II

Upon identification of the population of employers (merchants and businessmen in the prescribed geographic area) a systematic sample of 25 employers was drawn.[2] Each of these employers was visited by an interviewer. The interviewer attempted to determine the nature of the positions within the organization and the specific requirements of each position. Other information, such as openings available, etc., was also collected. Also investigated was the employer's willingness to participate in a training program (i. e., hire the trainees on a part-time basis while enrolled in the program, etc.). The questionnaire used for this purpose is included as Exhibit D.

With the information gained from the interviews, a questionnaire (Exhibit E) was devised and mailed with a covering letter (Exhibit F) to the rest of the population. Nine hundred seventy-two questionnaires were mailed out; 165 were returned (17% return). The returned questionnaires were tabulated.

Step III

In Step III, primarily from the information collected in Step II, job descriptions were written specifying the nature of the job and the kinds of skills and abilities necessary for minimum competency. Research of the literature was conducted into the empirical nature of these characteristics wherever feasible. These descriptions are included in Chapter VI.

[1] Both classes were sampled from class lists for incoming freshmen to insure a sample of the dropout population. However, it was later decided that since our primary concern was a sample of the attitudes of both employed (Class of 1963) and employment seeking young people (Class of 1965), the dropouts (N = 10) should be included with Class of 1963 results.

[2] This population was gleaned from the following sources: Listing of commercial subscribers of Lower Bucks County - Bell Telephone Company, 1964; Directory of Small and Large Businesses of Lower Bucks County; Directory of the Planning Commission of Bucks County; Directory of Manufacturing of Bucks County (Selected Information); Bureau of Employment Security, Commonwealth of Pennsylvania, 1954.

Step IV

From the collection of data in Stages I to III, recommendations were made, keeping in mind both the desires of employers and potential employees, with regard to the nature of courses to be offered by the program.

Results: Step I

A. Class of 1963

Of the 114 people responding to the questionnaire, 88% report daytime employment and 12% evening employment. Of the daytime employees 84% are full time, and of the evening employees, 4% are full time (Table 1). Concerning employment tenure, 35% have held their present job six months or less; 16% have held their present job for 7 - 12 months; 14% have been at their present job 13 - 18 months; 24% from 19 - 24 months; and 11% for 25 months or longer (Table 2).

The kinds of positions held by the respondents as well as the percentage of respondents occupying such positions is presented in Table 3.

Of the responding sample, 32% report having continued their formal education in some way, while out of this group, only 2% didn't graduate with their class (dropouts); 66% finished high school and have had no other formal training (Table 4).

When asked about their interest in an opportunity for further education, 76% indicated they would like the opportunity; 18% were undecided and 4% showed no interest (Table 5). Of the respondents, 52% indicated that they were prepared very well educationally for their present position, 44% felt adequately prepared and only 4% poorly prepared (Table 6). The replies also indicated that the majority of the respondents (62%) felt that the rewards of the job were unrelated to their educational achievement, while 19% felt that the rewards of their job were related to inadequate education. Some of the respondents (19%) either didn't know the nature of the relationship for them between their educational achievement and the rewards of the job or wouldn't say (Table 7).

TABLE 1

Class of 1963

Employment at Present

When Employed	Percentage of Sample
Day	88
Evening	12
Day - Full time	84
Day - Part time	4
Evening - Full time	4
Evening - Part time	8

TABLE 2

Class of 1963

Length of Time in Present Position

Length of Time in Months	Percentage of Sample
0 - 6	35
7 - 12	16
13 - 18	14
19 - 24	24
25 or more	11

TABLE 3

Class of 1963

Types of Present Employment

Type of Work	Percentage of Sample
Factory Work (General)	28
Clerical (Other than secretaries)	17
Secretaries	11
Service-Sales	5
Operating Service Facilities	5
Key Punch Operators	5
Retail Sales	4
Food Handling	4
Armed Forces	4
News Composition	3
Transportation	3
Management (Dept.)	3
Other (Wholesale sales, warehousing, recreation mgmt., credit, advertising, drafting, police work, etc.)	8

TABLE 4

Class of 1963

Years of Formal Education At Present

Number of Years	Percentage of Sample
9-10	2
11-12	66
More than 12	32

TABLE 5

Class of 1963

Interest in an Opportunity for Further Education

Response	Percentage of Sample
Yes	76
No	6
Undecided	18

TABLE 6

Class of 1963

How Well Prepared for Present Position

Response	Percentage of Sample
Very Well	52
Adequately	44
Poorly	4

TABLE 7

Class of 1963

Rewards Based on Achievement for Which Not Prepared

Response	Percentage of Sample
Yes	19
No	62
Don't Know	15
Didn't Answer	4

To ascertain an indication of the degree of interest in a possible training program, a question was included about the amount of time the respondent would be willing to invest in such a program. Twenty percent of the respondents indicated that they would go full time, while 18% indicated a one-night-per-week preference; 39% would like to go two nights per week, 13% stated that they would go more than two nights per week, and 10% indicated either no interest or some other arrangement (Table 8).

Concerning their interest in pursuing their present careers, as opposed to changing to another field, 34% of the respondents showed an interest in being further trained in their present job, while 51% had no interest in further training and 15% couldn't decide. When questioned about seeking a new field, 55% indicated some positive interest, 23% showed none, and 22% were undecided (Table 9). However, 86% felt that they were aware of the job requirements of at least their present, if not their prospective, employer, while only 10% indicated that they had no familiarity with such requirements and 4% didn't respond (Table 10).

The questionnaire was structured in such a way as to give each respondent an opportunity to select from a number of broad occupational categories and rank his selection of categories from 1 to 4 (with 1 being the most preferred). The results are shown in Table 11.

Summary - Class of 1963

A review of the pertinent data shows 88% of the respondents employed on a full-time basis, with a large majority on the job less than six months. The predominant employment for these people is in the area of clerical and secretarial work or in general factory work. Almost all of the respondents finished high school and 76% of them would like to continue their education. They indicate a predominant interest in evening school with at least two nights a week of participation the highest preference. It also seems likely that a large number of individuals will train for a new kind of job with 55% indicating an interest to do so. The strongest areas of interest occupationally seem to be in the areas of recreation management, purchasing, advertising, service businesses, display and transportation. (Note: Age and sex distributions have been included in Tables 12 and 13 to round out the picture of the Class of 1963).

TABLE 8

Willingness to Train - Class of 1963

Type of Program	Percentage of Sample
One night per week	18
Two nights per week	39
More than two nights per week	13
Full time	20
Other	10

TABLE 9

Desire for Further Training

Response	Percentage of Sample
Present Job	
a. Yes	34
b. No	51
c. Undecided	15
New Field	
a. Yes	55
b. No	23
c. Undecided	22

TABLE 10

Knowledge of Skills and Requirements of Employers

Response	Percentage of Sample
Yes	86
No	10
No Response	4

TABLE 11

Class of 1963

Interest in Training

Job Title	Percentage of Sample Rank Order of Selection			
	1st	2nd	3rd	4th
Recreation Management	11	11	16	5
Purchasing Agent	10	9	6	11
Advertising	11	6	13	10
Operating a Service Facility	12	4	6	3
Display (Interior and exterior)	6	10	8	6
Transportation	8	6	6	11
Retail Selling	6	6	2	4
Service Sales	4	6	5	3
Insurance	5	4	2	2
Credit (agency)	5	2	4	3
Real Estate	3	5	4	8
Food Handling	4	3	0	2
Wholesale Selling	3	4	5	3
News Composition	2	6	5	4
Credit (company)	1	6	3	2
Warehousing	1	3	3	5
News Circulation	1	1	1	2

TABLE 12

Distribution of Ages of Class of 1963

Age	Percentage of Sample
18 years or less	1
19 years	37
20 years	47
21 years	11
22 years or more	4

TABLE 13

Sex Distribution of Class of 1963

Sex	Percentage of Sample
Male	53
Female	47

B. Class of 1965

Of the 279 useable questionnaires returned to the Educational Service Bureau by the guidance counselors of the cooperating schools, 40% of the students indicated that they were presently engaged in some part-time employment, 59% were not employed, and 2% didn't respond (Table 14). Of the 40% employed, 15% had held their position less than six months, 15% were employed at their present job from 7 - 12 months, 1% from 13 - 18 months, 3% from 19 - 24 months, and 5% of the students report working at their present position for over two years (Table 15). The kinds of jobs held and frequency of occurrence in the sample is shown in Table 16. Of the students presently unemployed 43% indicated a desire for part-time work, 10% indicated no interest in working part-time and 7% couldn't decide, (Table 17).

When asked what kinds of jobs they would like to do on a part-time basis, 56% responded and 44% did not respond. The results are presented in Table 18.

The Class of 1965 seemed to be aware of the need for further education with 73% indicating a positive interest in furthering their knowledge for a particular job. Only 6% indicated no interest in further training and 20% were undecided (Table 19). Table 20 was included to indicate present educational level.

When seeking response to the motivational index, the researchers found that the respondents preferred a full-time program with 42% responding in favor of it. Only 3% preferred to attend classes one night per week, while 22% preferred two nights per week and 19% more than two nights per week. Fourteen percent preferred some other program or none at all (Table 21).

Of the 1965 graduating class, 34% had no particular job in mind to pursue upon graduation (Table 22). Of the 66% of the seniors who knew what kind of job they wished to pursue (Table 23), 42% felt they knew what skills were required for the job and believed that they possessed such skills. Sixteen percent felt they knew what the prospective employers required and felt somewhat deficient in the necessary skills. Only 8% knew what they wanted to do, but had no firm knowledge of employers' requirements and felt that they did not possess the skills (Table 24).

The respondents were asked to select from a list of general occupational titles four that they would like to pursue and be trained in and to rank these from one to four (where 1 would be the most preferred). The results appear in Table 25. (Note: The respondents also made additional comments about occupational choice which are presented in Table 26).

TABLE 14

Class of 1965

Present Part-time Employment

Response	Percentage of Sample
Yes	40
No	59
Afternoon	6
Evening	7
Weekends	7
Afternoon and Evening	1
Evening and Weekends	7
Afternoon and Weekends	5
Afternoon - Evening - Weekends	5
Unspecified	2

TABLE 15

Class of 1965

Length of Time at Present Position

Time in Months	Percentage of Sample
0 - 6	15
7 - 12	15
13 - 18	1
19 - 24	3
25 and more	5
Unanswered	61

TABLE 16

Class of 1965

Type of Present Part-time Employment

Job Title	Percentage of Sample
Retail Selling	7
Operating a Service Facility	7
Food Handling	7
General Office Work	5
Construction - Factory Work	4
Warehousing	3
Service Sales	2
Secretarial	2
Other (Recreation mgmt., advertising, news circulation, transportation, purchasing, etc.)	6
No Response	58

TABLE 17

Class of 1965

Interest in a Part-time Job

Response	Percentage of Sample
Yes	43
No	10
Undecided	7
No Response*	40
	N = 278

*Note: The 40% No Response is the same percentage as those students reporting present employment (see Table 14).

TABLE 18

Class of 1965

Expressed Interest for Part-time Work

Response	Percentage of Sample
General Office Work	14
Retail Selling	8
Secretarial	5
Construction	3
Service Sales	2
Operating Service Facility	2
Warehousing	2
Other Unspecified Sales	2
"Any kind of Job"	9
Other (transportation, food handling, business, clerical, nursing, etc.)	7
Not answered	44

TABLE 19

Class of 1965

Interest in an Opportunity for Further Education

Response	Percentage of Sample
Yes	73
No	6
Undecided	20

TABLE 20

Class of 1965

Distribution of Formal Education

Years	Percentage of Sample
10	.3
11	12
12	88

NOTE: Class was sampled as incoming freshmen and above reflects those who have been held back.

TABLE 21

Class of 1965

Willingness to Train

Type of Program	Percentage of Sample
One night per week	3
Two nights per week	22
More than two nights per week	19
Full time Day Program	42
Other	14

TABLE 22

Class of 1965

Interest in a Particular Job

Response	Percentage of Sample
Yes	66
No	34

TABLE 23

Class of 1965

Knowledge of Skills and Requirements of the Job

Response	Percentage of Sample
Yes	58
No	8

TABLE 24

Class of 1965

Possession of Necessary Skills

Response	Percentage of Sample
Yes	42
No	24

TABLE 25

Class of 1965

Interest in Training

Job Title	Percentage of Sample			
	Rank Order of Selection			
	1st	2nd	3rd	4th
Recreation Management	14	10	9	8
Retail Sales	10	9	4	3
Advertising	6	10	8	6
Operating Service Facility	9	4	3	4
Insurance	7	7	4	6
Transportation	6	7	5	6
Purchasing Agent	7	4	8	11
Service Sales	5	6	6	1
Display (interior and exterior)	4	8	7	7
Credit (finance company)	5	3	6	5
Real Estate	3	6	6	4
Wholesale Selling	4	3	2	3
News Composition	3	2	4	6
Food Handling	2	2	4	7
Warehousing	1	3	3	3
Credit (within company)	1	3	4	2
News Circulation	1	1	3	2
No Response	9	12	14	16

TABLE 26

Class of 1965

Occupations of Particular Interest

Job Title	Percentage of Sample
General Office Work	18
Secretary	14
Service Sales	10
Contractor (General)	8
Armed Forces	5
Teacher	5
Operating Service Facility	3
Accounting	3
Drafting	3
Artist	3
Other (retail sales, recreation mgmt., insurance sales, food handling, construction work, etc.)	16
Miscellaneous (advertising, transportation, writer, photographer, etc.)	8

NOTE: N = 81 respondents making 108 occupational choices.

SUMMARY - Class of 1965

A review of the pertinent data indicates that 40% of the Class of 1965 is employed on a part-time basis with the majority holding their jobs less than one year. Most of the jobs held are in retail selling, food handling, or some sort of service. Of the 60% unemployed, 43% indicate an interest in part-time work, mostly in the area of general office work, selling, or secretarial work. The Class of 1965 is headed in the direction of further education and training with 73% of the sample expressing an interest. The most appealing course of action is the day program with 42% interested. Forty-one percent are interested in at least two nights per week (some of the undecided respondents expressed a preference for this program). The respondents indicate also that 66% of them have some job in mind for after graduation while only 42% feel that they possess the necessary skills. The most popular choices of jobs seemed to be recreation management, retail sales, advertising, service operations, insurance, transportation, office and secretarial work and service sales. (Note: Age and sex distributions of the Class of 1965 are presented in Tables 27 and 28 to round out the picture).

Results: Step II

Of the 972 questionnaires mailed out to employers in the Lower Bucks County area 165 were useable of those returned. Of the questionnaires returned 37% came from retail firms, 43% from service organizations, and 2% from firms who did both wholesale and retail business. The remainder of the returned questionnaires came from retail-service facilities (16%) and firms with wholesale-retail-service business (4%) (Table 29). The kinds of jobs existing within the organizations and their frequency of occurence are presented in Table 30.

Of the 160 firms which report having employees, 2219 employees have full-time jobs and 699 employees have part-time jobs. One hundred thirty responding firms have part time workers (79%) and thirty firms (18%) have only full-time employees. Seventy-one percent of the respondents hire both full and part-time employees and 8% have part-time workers only. (An estimate of company size can be gotten from Table 31). Since the time of day a worker works on a part-time job was of some interest in planning an educational program, the question was asked of the employers when their part-time employees worked. The data is presented in Table 32. It can be noted that the highest frequencies occur in the evening and on weekends.

The firms responding to the survey were queried about the difficulty in finding qualified personnel and 133 firms responded. The data is presented in Table 33. Also of interest is the fact that 115 firms responded to the question of job turnover with 143 high turnover job titles. This data is presented in Table 34.

TABLE 27

Class of 1965

Age Distribution

Ages	Percentage of Sample
16 years	1
17 years	47
18 years	43
19 years	5
20 years	1
No Response	3

TABLE 28

Class of 1965

Sex Distribution

Sex	Percentage of Sample
Male	55
Female	43
No Response	2

TABLE 29

Type of Business

Type	Percentage of Sample
Wholesale Only	0
Retail Only	37
Service Only	43
Wholesale-Retail	2
Retail-Service	16
Wholesale-Service	0
Wholesale-Retail-Service	4
No Response	2

TABLE 30

Types of Jobs Which Exist Within Organization

Percentage of Employers Having Specified Number of Employees in Each Job

Number of Employees:	1-3	4-10	11-25	26-50	50+
Job Title					
Driver Salesman	4.4%	.6%	.6%	1.3%	.6%
Salesmen (Outside)	16.4%	7.5%	.6%	.6%	.6%
Waiter-Waitress-Bartender	5.0%	7.5%	5.0%	.6%	.6%
Mechanic	20.6%	8.8%	5.0%	0.0%	0.0%
Cashiers	17.0%	3.8%	.6%	0.0%	0.0%
Salesmen (Inside)	25.6%	9.3%	3.1%	1.3%	.6%
Deliverymen	17.6%	3.1%	.6%	.6%	0.0%
Dispatchers	3.1%	.6%	0.0%	0.0%	0.0%
Cooks	10.0%	3.1%	1.3%	0.0%	0.0%
Tellers	.6%	3.1%	1.3%	.6%	0.0%
Shippers	2.5%	0.0%	0.0%	0.0%	.6%
Clerks (stock)	13.2%	1.3%	1.3%	0.0%	0.0%
Buyers	7.5%	1.3%	.6%	0.0%	0.0%
Material Handlers	7.5%	2.0%	0.0%	0.0%	0.0%
Secretaries	37.5%	3.1%	.6%	0.0%	0.0%
Managers (Department)	27.9%	7.5%	0.0%	.6%	0.0%
Clerical Help	3.8%	3.1%	.6%	0.0%	0.0%
Designers	.6%	.6%	0.0%	0.0%	0.0%
Laborers	6.4%	2.0%	.6%	0.0%	0.0%
Professional (Pharmacists)	2.0%	0.0%	0.0%	0.0%	0.0%

TABLE 31

Number of Employees

Number of Employees	Number of Companies
Full time	
0 - 10	103
11 - 20	18
21 - 40	13
41 - 60	6
61 -300	6
Part time	
0 - 5	98
6 - 15	20
16 - 30	5
31 - 60	1
60 - 110	2

TABLE 32

When Part-time Employees Work

Time of Day	Percentage of Sample
Evenings and Weekends	24
Evenings only	13
Morning only	8
Weekends only	8
Mornings and Afternoons	5
Afternoons and Evenings	5
Other Combinations	19
No Response	18

TABLE 33

Positions Most Difficult to Fill

Position	Percentage of Sample
Mechanic	21
Salesman (Inside)	16
Salesman (Outside)	14
Waiter-Waitress-Bartender	12
Department Managers	12
Secretaries	7
Miscellaneous* (driver salesmen, cashiers, truck drivers, cooks, tellers, clerks, clerical help, etc.)	32
No Response	20

*NOTE: This category constitutes all groups making up less than 4% of the sample.

TABLE 34

High Turnover Positions

Position	Percentage of Sample
Salesmen (Outside)	13
Waiter, Waitress, Bartender	13
Mechanic	10
Salesmen (Inside)	10
Deliverymen - Truck Drivers	6
Laborers	6
Clerks (stock)	5
Secretaries	5
Miscellaneous* (driver salesmen, cashiers, cooks, tellers, department managers, clerical help, etc.)	21
No Response	30

*NOTE: This category combines all those positions with less than 4% of the sample.

An anticipated need for new employees seems indicated with 56% of the companies expecting to add or replace personnel, 15% not anticipating the need for personnel and 24% uncertain (Table 35). Most of the companies prefer that their employees have previous experience (70%); some don't deem it important (6%), and 22% report that it doesn't matter (Table 36). It is also interesting to note that 58% of the respondents report no training program, while 36% do on-the-job training, and only 1% use the classroom alone (Table 37). The starting positions in the companies are presented in Table 38 with the percentages of firms starting new employees at such positions.

Slightly over half of the respondents (57%) replied favorably to the idea of a local school system program to train prospective employees, while 12% were not in favor and 24% were undecided (Table 39). However, 62% answered affirmatively to the question of giving these trainees experience in their firms while in training. Those not interested in participation constituted 10% of the responses, with 24% undecided (Table 40). Also of interest is the fact that 45% of the respondents would be interested in a training program for present employees, while 27% were undecided and 22% were not at all interested (Table 41). Since an interest was expressed in a work-experience participation program, the respondents were asked when they could use these trainees and the responses are presented in Table 42.

SUMMARY - Employers

Reviewing the pertinent data indicates that the retail and service companies made up the largest share of the sample (37% and 43% respectively). The most common jobs that existed in these organizations were secretaries, department managers, deliverymen, sales personnel, mechanics, and cashiers. Most of the organizations were small with the majority having less than ten employees full time and less than five part-time. Most of the part time employees work evenings and weekends. The most difficult positions for the employers to fill were those for mechanics, salesmen, department managers, and waiters - waitresses. These positions also had the highest turnover.

The majority (56%) of the respondents expect to hire new people and a large number (70%) prefer previous experience while only 40% report a training program. The starting positions most commonly reported are the same as those with the highest turnover. The employers (57%) indicated an interest in a local training program and, more important, 62% indicated a willingness to participate. They indicate that most of the trainees could be used on a part-time basis a few full days a week, evenings and weekends. They also indicate that they may send their present employees back to school with 45% interested in a program for present employees.

TABLE 35

Anticipation of Need to Hire

Response	Percentage of Sample
Yes	56
No	15
Undecided	24
No Answer	3

TABLE 36

Preference for Experience

Response	Percentage of Sample
Experience	70
No Experience	6
No Preference	22
No Response	2

TABLE 37

Existence of a Training Program in Company

Kind of Program	Percentage of Sample
On the job	36
Classroom	1
Both	3
Neither	58
Unanswered	2

TABLE 38

Starting Position in Company

Position	Percentage of Sample
Salesmen (Inside)	14
Mechanics	12
Salesmen (Outside)	12
Driver Salesmen	6
Waiter - Waitress - Bartender	6
Clerical Workers	5
Miscellaneous (Cashiers, truck drivers, tellers, secretaries, department managers, tailors, etc.)	22
No Response	38

TABLE 39

Interest in Local School Training Program

Response	Percentage of Sample
Yes	57
No	12
Uncertain	24
Unanswered	7

TABLE 40

Willingness to Participate

Response	Percentage of Sample
Yes	62
No	10
Uncertain	24
No Response	4

TABLE 41

Interest in Local Program to Train Present Employees

Response	Percentage of Sample
Yes	45
No	22
Uncertain	27
No Response	6

TABLE 42

Utilization of Part-time Trainees

Time of Day	Percentage of Sample
A Few Full Days Per Week	13
Evenings Only	10
Evenings - Weekends	10
Mornings Only	8
Afternoons Only	6
Weekends Only	5
Other Combinations	24
No Response	26

Interpretation of Results

With the Classes of 1963 and 1965 indicating a strong interest in training (76% and 73% respectively), it appears that a training program is called for and will be well attended. Also important is the indication by businessmen that they would welcome such a program (57%) and are willing to participate (62%). The areas of occupational interest to business are most strong in areas of department management, sales, mechanics, and waiters - waitresses - bartenders. The student and graduate interests run toward clerical - secretarial, sales, service facilities operation, recreation management, advertising, purchasing, display and transportation.

It is apparent from the data that a sales curriculum is definitely warranted as well as a curriculum in management. Also, since skilled mechanics are in demand by employers, this curriculum may be fruitful. The data reflects a strong interest in the clerical - secretarial group of jobs, and since this group of jobs reflects the largest number of jobs existing at present in the employers sampled, it appears profitable to pursue this line of training. The interest in advertising, purchasing, display and transportation appear strong enough to support a curriculum, but the data from employers does not reflect the ability to absorb these people locally. It would appear from the data that the most promising programs should be for sales, management, mechanics, and secretarial-clerical with the others questionable.

CHAPTER VI

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

SUMMARY

This was a pilot study of the feasibility and desirability of developing post-high school programs in distributive education for the area served by the Bucks County, Pennsylvania Technical School. Because this was a pilot study to provide a descriptive base for the development of a program of post-high school opportunities in distributive education no claim is made that the results constitute a definitive prescription for a program.

Description of the Study

The background, purposes and design of the study were reported in the first chapter. Chapter II contained a description of the present high school level programs in distributive education, found in the Bucks County Technical School, as well as the present post-high school courses found in the Bucks County Community College which are related to distributive occupations. Chapter III presented certain characteristics of programs in post-high school distributive education. These were secured by means of a survey conducted in the fifty states of programs of study in post-high school distributive education.

-Information was asked of state directors of vocational education and institutions having programs dealing with distribution in the economy.
-The information obtained was summarized in charts showing programs of study at the various institutions and course content of these programs.
-Catalogs, programs of instruction, and courses of study received were analyzed and filed in the office of the Educational Service Bureau for future use by program developers.

Chapter IV contains population and employment projections made by the Bureau of Economic Research, Temple University for Bucks, Montgomery, and Philadelphia Counties in Pennsylvania and Burlington and Mercer Counties in New Jersey.

-Employment needs in the various distributive industries and occupations were projected for the area served by the school districts which support the Bucks County Technical School.

Chapter V reported the results of a survey of attitudes, interests and availability of potential participants in post-high school D. E. programs, the identification of potential employers, and the determiniation of their willingness to cooperate in such a program. Questionnaires for high school seniors and the Class of 1963 were designed by the research team with the aid of the counselors of the school districts sending students to Bucks County Technical School.

Every eighth member of the Class of 1965 (including drop-outs) was given a questionnaire. Every fourth member of the Class of 1963 (including drop-outs) was mailed a questionnaire, together with a self-addressed, stamped envelope.

The results of the vocational interest questionnaires were tabulated and analyzed by the research team.

A series of twenty-five interviews with employers in the lower Bucks County area was conducted for the purpose of designing a questionnaire to be used with all employers in the area.

The questionnaire was subsequently designed and mailed to all employers in the area. The results of this questionnaire on vocational opportunities were tabulated and analyzed by the research team.

Job descriptions were written for those occupations which employers identified as needing new entrants.

Programs of study in post-high school distributive education were also identified as a result of student and employer interest and need.

Major Findings

The following major findings are presented subject to the limitations inherent in the techniques used, some of which were listed in their description.

1. Impressive changes in population, labor force, and employment are expected in Bucks County by 1970. (The population in the subject area, Lower Bucks, is expected to increase 53. 5 percent between 1960 and 1970, while the labor force is expected to increase 67. 0 percent. See Projection:1 Chapter IV.)

2. The rates of change of employment in the broad groups of the Distributive Trades were in all cases higher than in employment as a whole. The most impressive changes are expected to occur in wholesale trade; and in finance, insurance and real estate. Although not as high, the changes in retail trades and in the services are also quite substantial. (See Projection:1 Chapter IV.)

3. Substantial changes in the broad industry groups, trade, finance, insurance, and real estate, and services; are to be expected in each of the five counties for all categories except for trade in Philadelphia County. (See Projection: 2 Chapter IV.)

4. Eighty-eight percent of the respondents from the Class of 1963 were employed full--time. Of these respondents 76 percent indicated that they would like to continue their education and seemed to prefer evening classes.

Fifty-five percent indicated they would be interested in training for a new job. The largest interest was in the areas of recreation management, purchasing, advertising, service businesses, display and transportation. (See Chapter V.)

5. Only 40 percent of the Class of 1965 was employed and this, understandably, on a part-time basis. Most of the jobs held were in retail selling, food handling, and services. Seventy-three percent expressed interest in further education and training. Forty-two percent was interested in a day program, while 41 percent seemed to prefer at least two nights a week. The most popular jobs seemed to be recreation management, retail sales, advertising, service operations, insurance, transportation, office and secretarial work, and service sales. (See Chapter V).

6. Of the respondent employers most were from retail sales, and service companies. The most common jobs found in these organizations were secretaries, department managers, deliverymen, sales personnel, mechanics and cashiers. Most organizations represented had less than ten employees full-time and less than five part-time. (See Chapter V.)

7. The most difficult positions for the employers to fill were those of mechanics, salesmen, department managers, and waiters and waitresses. The positions also had the highest rate of turnover. (See Chapter V.)

8. A majority of the employer respondents, 56 percent, expect to hire new people, and 70 percent prefer previous experience.

9. Only 40 percent of the employers reported that they had a training program for their employees, but 57 percent expressed interest in having a local training program. More important, 62 percent indicated a willingness to participate in a training program by accepting trainees, while 45 percent expressed interest in a program for present employees.

CONCLUSIONS

1. There will be a continuing and expanding need for persons in the Distributive Trades in the area studied.

2. There is a corresponding interest among potential employees for positions in the distributive trades in the area studied.

3. Potential employers in the Distributive Trades indicate a need and desire for training programs for potential employees as well as for present employees in Bucks County and the four surrounding counties.

4. There is a significant need for selected post-high school programs in distributive education in Bucks County.

5. On the basis of this pilot study it is both feasible and desirable to establish selected post-high school programs in distributive education in Bucks County.

6. The objectives of the study, both proximate and ultimate, have been achieved.

RECOMMENDATIONS

The following recommendations are made by the Study Staff in expectation that the limitations and cautions noted in the report will be considered in the deliberations leading to their possible implementation.

It is recommended that

1. The proper authorities develop a policy statement which will authorize the establishment of post-high school programs in the area served by the Bucks County Technical School and the Bucks County Community College.

2. The organizational structure for policy-making and administration provide for coordination and communication between these two public institutions serving this area. The purpose is to prevent needless duplication of courses and to ensure the maximum utilization of personnel and facilities.

3. A D. E. Curriculum Development Committee be appointed for Bucks County. The committee should contain appropriate representatives from the Bucks County Technical School faculty and administration, the Bucks County Community College faculty and administration, the Department of Public Instruction, employers and employees in the distributive occupations, state employment service, interested citizens, and Consultants should be provided to the Committee as needed.

4. The policy-making group charge the D. E. Curriculum Development Committee with careful study of this report - its findings, conclusions and recommendations; that this committee meet regularly to implement the recommendations, evaluate the programs established, and in light of the evaluations make recommendations to the administrators and policy-making body for the modifications, additions, or adaptations deemed necessary.

5. That the design of the study, and its procedures be replicated in other sections of the state where data is lacking upon which to make meaningful decisions concerning D. E. programs, or any other programs.

6. A sales curriculum be established as well as one in management, mechanics for service businesses, and secretarial-clerical for distributive trades.

7. Programs training persons for entry into positions in finance, insurance, and real estate should be provided.

8. Programs of varying scope, depth and length depending on the job requirements be established.

9. Consideration be given to the time of day programs are given so that both pre-training and in-service needs may be met.

10. That the sample job requirements now presented and the curriculum thought appropriate be examined in light of Recommendation #4.

JOB TITLE: Sheet Metal Worker

A. Job Description: The forming and joining of various types of sheet metal in the manufacture of products such as truck bodies, heating ducts, etc. The layout and design of patterns using various measuring devices. The use of hand and machine tools.

B. Skills and Knowledge Required:

1. Selection and use of sheet metal hand tools including wrenches, hammers, drills and cutting tools necessary to do the job.

2. Use of various types of metal fasteners including bolts, rivets, clips, etc.

3. Cutting, forming and fastening of metal sheet including fitting, grinding and polishing.

4. Use welding, soldering and brazing techniques used in metal fastening.

5. Use portable power tools such as grinders, shears, drills, punches, polishers and threaders.

6. Work to exacting tolerances and be able to use measuring tools accurately including depth gauges, calipers, micrometers, scales, etc.

7. Read blueprints, sketches, drawings and charts and estimate materials needed for job and be able to lay it out.

8. Be able to bend and form sheet metal by both hand techniques as well as use large sheet and tube benders.

9. Disassemble and assemble finished product.

10. Finish metal by painting or polishing.

C. Worker Characteristics:

1. Intelligence (IQ 95-115)
2. Spatial aptitude
3. Manual dexterity
4. Finger dexterity
5. Mechanical aptitude
6. Mechanical interest
7. Emotionally stable - not easily frustrated
8. No physical handicaps.

JOB TITLE: Welder

A. Job Description: Fuses (welds) metal parts together using electric-arc or oxyacetylene welding equipment to melt metal edges and be joined by welding rod.

B. Skills and Knowledge Required:

1. Basic knowledge of ferrous and non-ferrous metals and their uses.
2. Selection and use of basic hand tools such as shears, hammers, wrenches, etc.
3. Use of hand power tools such as shears, saws, grinders, polishers, drills, etc.
4. Knowledge of use of proper joining technique for each metal including selection of welding rod, solder, brazing rod, fluxes and catalytic or cleansing agents.
5. Maintenance of welding equipment such as basic cleaning procedures for welding tools, etc.
6. Burns and cuts metal plate.
7. Keeps distortion due to heating to a minimum.
8. Reads blueprints and sketches and lays out own work.
9. Joins metals (welds) in any position whether flat, overhead, or vertical.
10. Normalizes and tempers welds.
11. Grinds and finishes completed joints.
12. Exercises maximum safety precautions against injury by burning or electrocution.
13. Basic knowledge of measurement and geometry.

C. Worker Characteristics:

1. Intelligence (IQ 95-115)
2. Finger Dexterity
3. Spatial Aptitude
4. Manual dexterity.

5. Good vision (20-20 corrected)
6. Mechanical aptitude
7. No physical handicaps
8. Mechanical interest

JOB TITLE: Machinist

A. Job Description: Fabricates, repairs, and modifies metallic and non-metallic parts utilizing machine tools. Selects materials, lays out job from specifications, determines best procedure and finishes job.

B. Skills and Knowledge Required:

1. Use, select and maintain hand tools such as hammers, wrenches, etc.

2. Use measuring devices such as calipers, micrometers, rulers, depth gauges, etc.

3. Read blueprints and sketches, layout and set up own work and interpret job orders.

4. Know appropriate material for part.

5. Use machine tools such as lathes, shapers, milling machines, looming mills, grinders, saws, drills and their accessories.

6. Plan appropriate methods for completion of job.

7. Visually inspect and measure work in progress.

8. Know standard machine-shop practice such as proper machine settings, tool grinding, correct set-up, etc.

9. Knows capabilities and limitations of equipment.

10. Know basic shop mathematics and geometry as well as use of charts and tables and basic physics.

11. Maintains own equipment (oils, cleans, etc.).

12. Knows and uses safety precautions.

C. Worker Characteristics:

1. Intelligence (IQ 100-120)
2. Manual Dexterity
3. Finger Dexterity
4. Spatial Aptitude
5. Vision (corrected 20-20)
6. Mechanical aptitude
7. Not easily frustrated (patience)
8. Mechanical interest

JOB TITLE: Stenographer

A. Job Description: Takes and transcribes dictation, handles telephone conversations, records meeting and conference notes, keeps office files current and performs related clerical duties.

B. Skills and Knowledge Required:

1. Must know how to use and care for mechanical transcriber, typewriter, and other office machines.

2. Must know how to prepare stencils and run mimeograph machine.

3. Must be able to file, type and take dictation.

4. Must know basic principles of English grammar and composition and basic arithmetic.

5. Must know organization structure and appropriate communication channels.

6. Must use proper telephone etiquette.

7. Must be able to plan and organize own time.

C. Worker Characteristics:

1. Intelligence (IQ 95-115)
2. Clerical aptitude
3. Manual dexterity
4. Arithmetic Reasoning
5. Poised
6. Enjoy public contact

JOB TITLE: Clerk-Typist

A. Job Description: Performs typing and related duties. Organizes and types correspondence, bills and reports. Files correspondence, distributes communications and keeps records.

B. Skills and Knowledge Required:

1. Be able to type and take dictation.
2. Be familiar with filing and reference systems.
3. Operate office machines such as dictating machines, mimeographs, adding machines, etc.
4. Run special machines such as billing machines, comptometers, etc., when necessary.
5. Have a good knowledge of basic English composition and grammar and be able to proof-read.
6. Know the proper forms for various types of correspondence.
7. Have basic numerical skills.

C. Worker Characteristics:

1. Intelligence (IQ 95-115)
2. Clerical aptitude
3. Manual dexterity
4. Arithmetic aptitude
5. Interested in office procedures

JOB TITLE: Secretary

A. Job Description: Performs general office work in relieving executives and other officials of minor executive duties and clerical duties. Takes dictation, handles correspondence, interviews people coming into the office. Handles telephone, makes appointments, supervises clerical workers, and other duties. May handle confidential materials.

B. Skills and Knowledge Required:

1. Be able to type and take dictation.
2. Know basic office management.

3. Be able to screen mail and handle routine correspondence.

4. Know proper telephone etiquette.

5. Be able to interview and converse with people from outside company.

6. Know filing and indexing systems.

7. Basic knowledge of proper English grammar and composition.

8. Have good numerical skills.

9. Know how to use all types of basic office equipment.

10. Know basic supervision principles and practices.

11. Be able to plan and organize own work and work of others - long and short range.

12. Able to assume responsibility.

C. Worker Characteristics:

1. Intelligence (IQ 100-125)
2. Clerical aptitude
3. Manual dexterity
4. Arithmetic aptitude
5. Enjoy public contact
6. Work well under pressure
7. Enjoy and seek responsibility

JOB TITLE: Manager

A. Job Description: Responsible to supervisor for operation of his department. Administers policy, directs his employees, plans and organizes the work for his department. Responsible for the training, promotion and performance of his employees. Hires, keeps performance and payroll records, purchases equipment, accounts for expenditures, inventory and other managerial duties.

B. Skills and Knowledge Required:

1. Knows company policy and interprets it for employees.

2. Can plan and organize on short and long term basis.

3. Uses sound human relations techniques to motivate his employees.

4. Accepts responsibility to see that every one of his employees is thoroughly trained.

5. Knows how to evaluate performance objectively.

6. Handles grievances skillfully.

7. Keeps accurate and current records associated with his department.

8. Establishes good communication with his supervisor and with employees.

9. Keeps abreast of trends in industry which affect his department.

10. Makes best use of employees' talent.

11. Can delegate responsibility to others.

12. Leads rather than pushes.

C. Worker Characteristics:

1. Intelligence (IQ 105-130)
2. Verbal ability
3. Enjoys taking responsibility and making decisions
4. Emotionally mature
5. Cooperative
6. Self-insightful

JOB TITLE: Appliance Repairman

A. Job Description: Tests, adjusts, services and repairs various appliances. Tests circuits and tubes using various meters and devices. Tests mechanical gears and other parts for breakage and wear. Isolates defects and repairs or replaces.

B. Skills and Knowledge Required:

1. Use of basic hand tools such as wrenches, screw drivers, pliers, etc.

2. Use of meters and gauges such as oscilloscope, volt meter, etc.

3. Use of measuring instruments such as micrometers, dial indicators, depth gauges, calipers, etc.

4. Use of welding and soldering tools.

5. Must have thorough knowledge of electrical circuitry.

6. Be familiar with basic principles of gears and levers.

7. Be able to read and interpret blueprints and service manuals.

8. Diagnose trouble from symptoms accurately.

9. Use safety precautions to prevent injury.

C. Worker Characteristics:

1. Intelligence (IQ 100-115)
2. Manual dexterity
3. Finger dexterity
4. Mechanical aptitude
5. Mechanical interest
6. Spatial aptitude
7. Patience
8. Good vision

JOB TITLE: Automobile and Diesel Mechanic

A. Job Description: Repairs, assembles, adjusts and replaces broken and defective parts in automotive and diesel products. May operate machine tools, power driven hand tools, air compressors, jacks, etc.

B. Skills and Knowledge Required:

1. Use of hand tools such as wrenches, screw drivers, hammers, etc.

2. Use of hand power tools such as impact wrenches, chisels, saws, grinders, etc.

3. Use of machine tools such as hydraulic presses, lathes, grinders, hoists, drill presses, etc.

4. Use of measuring devices such as micrometers, calipers, depth gauges, etc.

5. Have a thorough knowledge of principles of carburetors and fuel injection systems.

6. Have a basic knowledge of electrical circuits as well as familiarity with ignition systems, generators, starter motors, etc.

7. Be familiar with transmissions and differentials including clutches, servo pumps, valves, gears, etc.

8. Working knowledge of front end and chassis adjustments including steering geometry, brakes, etc.

9. Ability to read shop manuals and technical information.

10. Ability to keep records and compute charges.

C. Worker Characteristics:

1. Intelligence (IQ 95-120)
2. Manual dexterity
3. Finger dexterity
4. Mechanical aptitude
5. Mechanical interest
6. Arithmetic aptitude

JOB TITLE: Refrigeration - Small Engine Mechanics

A. Job Description: Repairs, assembles, adjusts, and replaces broken or defective parts in refrigeration equipment. Operates machine tools, welds, and uses ammonia or freon gas. Rebuilds small engines and compressors as well as seals leaks in refrigeration equipment and recharges unit.

B. Skills and Knowledge Required:

1. Ability to disassemble and assemble small auxiliary power supplies for refrigeration units (same skills as auto mechanic).

2. Use hand tools such as wrenches, pliers, screw drivers, etc.

3. Use machine tools such as presses, lathes, etc.

4. Use measuring devices such as micrometers, caliper, etc.

5. Ability to braze, solder or weld cooling coils.

6. Knowledge of electrical circuitry and electric motors.

7. Knowledge of refrigeration principles for both home and commercial units.

8. Ability to apply safety precautions against injury due to freon or ammonia.

C. Worker Characteristics:

1. Intelligence (IQ 95-120)
2. Manual dexterity
3. Finger dexterity
4. Mechanical aptitude
5. Mechanical interest
6. Good vision (20-20 corrected)

JOB TITLE: Salesman

A. Job Description: Call on prospective buyers and solicit orders. Quote prices and credit terms. Provide technical and service information where necessary. Maintain good will. Makes and forwards periodically orders and reports. Attends sales meetings. Operates within a limited territory. May arrange displays.

B. Skills and Knowledge Required:

1. Knows thoroughly his own product and competitors (uses, limitations, prices, etc.).

2. Plans carefully and schedules calls.

3. Knowledge of persuasive techniques (not canned sales pitch).

4. Relates product to customer's needs.

5. Ability to gain customer's confidence (makes sure he can meet commitments, etc.).

6. Knows how and when to close sale.

7. Manages own time well - can plan and carry out decisions without supervision.

8. Good verbal ability.

C. Worker Characteristics:

1. Intelligence (IQ 95-130)
2. Mechanical aptitude (where necessary for product knowledge).
3. Interest in personal contact.
4. Aggressive
5. Emotionally mature
6. Not easily frustrated

Step IV - Recommendations for Training - Course Titles

Secretarial

1. Business machines
2. Typing
3. Shorthand
4. Filing procedures
5. Accounting principles
6. Correspondence
7. Office procedures
8. Medical or legal vocabulary

Sales

1. Identifying customer needs
2. Relating your product tc customer's needs
3. Qualifying and prospecting
4. Planning and presentation
5. Persuasive techniques
6. Closing techniques

Managers

1. Basic training techniques
2. Basic management and supervision
3. Human relations and supervision
4. Accounting overview and budgets
5. Techniques of interviewing and appraisal

Mechanical

1. Welding - Electric - Acetylene - Heli-arc

    a. Basic fundamentals
    b. Intermediate
    c. Advanced

2. Basic metallurgy
3. Kinds and uses of measuring instruments
4. Blueprint and specification interpretation
5. Sheet metal working

    a. Basic fundamentals
    b. Intermediate - advanced

6. Layout and design
7. Mechanical physics
8. Plane geometry
9. Electrical circuiting

    a. Fundamentals
    b. Advanced

10. Carburetor and Ignition
11. Automotive chassis maintenance
12. Automatic transmissions and differentials
13. Refrigeration

    a. Principles
    b. Shop Practice

14. Internal combustion engines

    a. Principles
    b. Shop Practice

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APPENDIX

Exhibits A to F
(for Chapter V)

Exhibit G
(for Chapter III)

EXHIBIT A

Distributive Education Questionnaire

This questionnaire is part of a research program to determine the interest in an adult program in Distributive Education in your school district. The return by you of the completed questionnaire makes a valuable contribution to the development of a program of significant value to the whole community. However, the completion of this questionnaire in no way obligates you to enroll in a program.

Your cooperation is sincerely appreciated.

1. Are you presently employed part-time? Yes _____ No _____ Afternoon _____ Evening _____ Weekends _____

2. How long have you held your present position? _____

3. What kind of work are you presently doing? _____

4. If you do not have a part-time job, would you like to have one? Yes _____ No _____ Undecided _____

5. What kind of part-time work do you think you would like? _____

6. How much formal education do you have at present? 10 years _____ 11 years _____ 12 years _____

7. Would you like an opportunity for further education for a specific kind of job? Yes _____ No _____ Undecided _____

8. How much time are you willing to invest in further training? 1 night/wk _____ 2 nights/wk _____ more than 2 night/wk _____ full-time day program _____ Other _____

9. Do you have a particular kind of job in mind after graduation? Yes _____ No _____ If yes, do you know the skills and requirements of the job? Yes _____ No _____ Do you have the skills necessary? Yes _____ No _____

10. Comments. (Indicate any comments or question you have relative to making an occupational choice; e. g. add any occupations in which you have particular interest, etc.)

Of the jobs listed below choose four (4) and indicate your order of preference (place a (1) before the job you like most, etc.)

Would you be interested in becomming trained in:

_____ Retail selling (selling directly to the consumer)

_____ Wholesale selling (selling to a middle man or manufacturer)

_____ Service sales (selling a service rather than a product)

_____ Operating a service facility (service station, rapair shop, etc.)

_____ Warehousing (learning the operation of storage and handling of perishable and non-perishable goods)

_____ Recreation management (theatrical agency, country club, bowling alley, hotel management)

_____ Credit (the operation of loan and finance agencies)

_____ Credit (the operation of credit in retail, wholesale and manufacturing companies)

_____ Advertising (both indoor and outdoor)

_____ News circulation (distribution of daily, weekly, and monthly publications)

_____ Insurance (life, casualty, fire, title insurance)

_____ Real estate (sales, development, etc.)

_____ Display (either interior or exterior)

_____ News composition (layout, design, etc.)

_____ Transportation (forwarding, dispatching, routing of shipments by air, truck, rail or sea)

_____ Purchasing agent (buyer for retailers, wholesalers, or manufacturing companies)

_____ Food handling (the distribution of perishable food stuffs in the retail and wholesale market)

Name: _____
Last First Middle

Address: _____
Street City

Age: _____ Sex: Male _____ Female _____

EXHIBIT B

Distributive Education Questionnaire

This questionnaire is part of a research program to determine the interest in an adult program in Distributive Education in your school district. The return by you of the completed questionnaire makes a valuable contribution to the development of a program of significant value to the whole community. However, the completion of this questionnaire in no way obligates you to enroll in a program.

Your cooperation is sincerely appreciated.

1. a. Are you presently employed? Day _____ Evening _____ Part-time _____ Full-time _____
   b. How long have you held your present position? _____

2. What kind of work are you presently doing? _____

   _____

3. Are the rewards of your job based on educational achievement for which you have not prepared? Yes _____ No _____ Don't know _____

4. How well prepared are you for your present position? Very well _____ Adequately _____ Poorly _____

5. Would you like an opportunity for further education? Yes _____ No _____ Undecided _____

6. How much formal education have you at present? 9-10 years _____ 11-12 years _____ More _____

7. How much time are you willing to invest in further training? 1 night/week _____ 2 nights/wk. _____ more than 2 nights/wk. _____ full-time day program _____ Other _____

8. Do you feel that you would like to:
   a. have further training in your present job? Yes _____ No _____ Undecided ___

   b. seek a job in a new field? Yes _____ No _____ Undecided _____

9. Are you familiar with the skills and requirements of your present (prospective) employer? Yes _____ No _____

10. Comments. (Indicate any comments or questions you have relative to making an occupational choice; e. g., add any occupations in which you have particular interest, etc.

Of the jobs listed below choose four (4) and indicate your order of preference. Place a (1) before the job you like most, etc.

Would you be interested in becoming trained in:

_____ Retail selling (selling directly to the consumer)

_____ Wholesale selling (selling to a middle-man or manufacturer)

_____ Service sales (selling a service rather than a product)

_____ Operating a service facility (service station, repair shop, etc.)

_____ Warehousing (learning the operation of storage and handling of perishable and non-perishable goods)

_____ Recreation management (theatrical agency, country club, bowling alley, hotel management)

_____ Credit (the operation of loan and finance agencies)

_____ Credit (the operation of credit in retail, wholesale and manufacturing companies)

_____ Advertising (both indoor and outdoor)

_____ News circulation (distribution of daily, weekly, and monthly publications)

_____ Insurance (life, casualty, fire, title insurance)

_____ Real estate (sales, development, etc.)

_____ Display (either interior or exterior)

_____ News composition (layout, design, etc.)

_____ Transportation (forwarding, dispatching, routing of shipments by air, truck, rail or sea)

_____ Purchasing agent (buyer for retailers, wholesalers, or manufacturing companies)

_____ Food handling (the distribution of perishable food stuffs in the retail and wholesale market)

Name: _____
Last First Middle

Address: _____
Street City

Age: _____ Sex: Male _____ Female _____

EXHIBIT C

TEMPLE UNIVERSITY
COLLEGE OF EDUCATION
PHILADELPHIA, PENNSYLVANIA, 19122

EDUCATIONAL SERVICE BUREAU

June, 1965

Dear Former Student:

The Educational Service Bureau of Temple University has been commissioned by the Lower Bucks County school systems to determine the interest in a post-high school program for young adults in Distributive Education. The purpose of such a program would be to train interested people for jobs in all aspects of the distribution of goods, service occupations, and the management of small businesses.

In an effort to determine accurately what interest exists in such a program, we are turning to you for help. Since this program can affect you and your friends, we are asking you to complete the enclosed form and return it to us by return mail. From your response we can determine the kinds of problems you are facing in your job, the aspirations you have, and hopefully offer you a program which will best serve your needs. On the other hand, the completion of the questionnaire in no way requires you to participate in any program; this will be purely voluntary.

We wish to thank you for your cooperation with our research and your interest in the educational facilities of your community.

Sincerely,

Norman I. Gekoski, Ph. D.

NIG:mls

EXHIBIT D

Major Classification _____

Opening Remarks: I'm _____. I represent Temple University's Educational Research Bureau. The local community has asked Temple to determine from the employers the need for a special facility to train people for jobs in businesses like yours. We wish to find out from you your feelings about the need for such a facility and how well qualified you think applicants are who come to you for jobs.

Name: _____ Address: _____

_____

1. Typeof business _____. Wholesale ____ Retail ____ Service _____
   What kinds of jobs exist in DE within your organization?

2. How many employees have you at present? Full-time _____ Part-time _____
   How many work: evenings _____ weekends _____ afternoons _____

3. How many hours do your people work? Full-time _____ Part-time _____
   Evenings _____ Afternoons _____ Weekends _____

4. In what positions do you have the greatest turnover? a. _____
   b. _____ c. _____

5. For what positions do you have the most difficulty in finding qualified people?
   a. _____ b. _____ c. _____

   d. _____

6. Do you feel that you will need to hire people for your organization in the next year? Yes _____ No _____ Uncertain _____. If yes, now many? _____
   What kinds of jobs? a. _____ b. _____ c. _____

7. Would you prefer that the employees for your organization have previous experience or would you rather train them yourself? Previous experience _____ -- Train yourself _____

8. How much training is required for this? (refer to jobs in question 6 above in order listed). a. _____ hours. b. _____ hours.
   c. _____ hours

9. What kinds of training do you presently do?

10. What is the average length of time the employee works for you before you feel he can operate with minimal supervision? _____

11. In what job do people normally start in the organization? _____

_____

12. Through what jobs does the employee progress to get ahead?
a. _____ b. _____ c. _____
(Where a, b, c, are ranks from poorest to best position).

13. Would you be interested in having a program in the local schools to provide prospective employees with the skills you require? Yes _____ No _____ Uncertain _____

14. Would you be willing to give these people some experience in your organization while they are learning? Yes _____ No _____ Qualified:
Explain _____

15. Would you want these people: mornings _____ afternoons _____ evenings _____ weekends _____ a few full days a week _____?

Thank you for your interest and time!

EXHIBIT E

TEMPLE UNIVERSITY
EDUCATIONAL SERVICE BUREAU

1. Is your business wholesale _____ retail _____ or service _____?

2. What kind of jobs in distribution exist within your organization? Estimate the number of employees in each job. (Place a check after those jobs in your organization in the space indicating the number of present employees.)

JOB TITLE	NUMBER OF EMPLOYEES HOLDING EACH JOB				
	1-3	4-10	11-25	26-50	50+
1. Driver salesman	( )	( )	( )	( )	( )
2. Outside salesman	( )	( )	( )	( )	( )
3. Waiter - Waitress - Bartender	( )	( )	( )	( )	( )
4. Mechanics - service repairmen	( )	( )	( )	( )	( )
5. Cashiers	( )	( )	( )	( )	( )
6. Sales Person (Inside)	( )	( )	( )	( )	( )
7. Deliverymen & truck drivers	( )	( )	( )	( )	( )
8. Dispatchers	( )	( )	( )	( )	( )
9. Cooks	( )	( )	( )	( )	( )
10. Tellers	( )	( )	( )	( )	( )
11. Shipper - packer	( )	( )	( )	( )	( )
12. Clerks (stock)	( )	( )	( )	( )	( )
13. Buyers	( )	( )	( )	( )	( )
14. Material handlers	( )	( )	( )	( )	( )
15. Secretaries (those with direct customer contact)	( )	( )	( )	( )	( )
16. Managers (dept.)	( )	( )	( )	( )	( )
17. Other_____	( )	( )	( )	( )	( )
18. Other _____	( )	( )	( )	( )	( )
19. Other _____	( )	( )	( )	( )	( )
20. Other _____	( )	( )	( )	( )	( )

3. How many employees do you have at present? Full-time _____ Part-time _____

4. Do your part-time employees work mostly during the morning _____ afternoon _____ evening _____ weekends _____?

5. In what positions will you have the most difficulty finding qualified people?
a. _____ b. _____ c. _____ (Use list from question #2)

6. In what positions do you have the greatest turnover? a. _____
b. _____ c. _____ (Use list from question #2)

7. Do you anticipate the need to hire people for your organization in the next year?
Yes _____ No _____ Uncertain _____

8. Do you prefer that your employees have previous experience? Yes _____ No _____ Doesn't Matter _____

9. Do you presently have a training program? Yes _____ No _____. If yes, do you use on the job _____ classroom _____?

10. In what jobs do most of your people start in the organization? a. _____ b. _____ c. _____

11. Would you be interested in having a program in the local schools to provide prospective employees with the skills you require? Yes _____ No_____ Uncertain _____

12. Would you be willing to give these people some experience while they are learning? Yes _____ No _____ Uncertain _____

13. When would you best be able to use these trainees? Mornings _____ Afternoons _____ Evenings _____ Weekends _____ a few full days a week ___

14. Would you be interested in a program offered by the local schools to further train your present employees? Yes _____ No _____ Uncertain_____

EXHIBIT F

TEMPLE UNIVERSITY
COLLEGE OF EDUCATION
PHILADELPHIA, PENNSYLVANIA, 19122

EDUCATIONAL SERVICE BUREAU

August, 1965

Dear Sir:

The research facilities at Temple University's Educational Service Bureau have been commissioned by the Lower Bucks County School System to undertake the task of determining the need for vocational education in distributive occupations in your area. The purpose of this research is to measure the interests of the community in such a program so that a thorough curriculum may be designed to meet the present and future needs of the business community. As part of our project we have enclosed a three-to-five minute questionnaire which we are asking you to complete and return.

It is hoped that from the responses to the questionnaire by business organizations a comprehensive training program will be forthcoming that will adequately train the youth of your area in the skills necessary to enter the labor market fully qualified for employment. It can also offer you, by your participation in our survey, an opportunity to select employees with higher qualifications and the possibility of lower training costs and reduced turnover. The program can provide a real service to you and your community.

BUT, WE NEED YOUR HELP! All you need to do is to complete this questionnaire (taking a few minutes of your time) and return it in the self-addressed stamped envelope.

You will notice in filling out the questionnaire that there are questions regarding participation in the proposed program. These are questions regarding your <u>interest</u> and in no way obligate you.

Thank you for your cooperation.

Sincerely,

Peter H. Jenkins
Asst. to Norman I. Gekoski, Ph. D.

PHJ:mls

DEPARTMENT STORE ORGANIZATION CHART[1]

EXHIBIT G

STOCKHOLDERS

BOARD OF DIRECTORS

PRESIDENT

STAFF

Legal Counsel
Research Department

VICE PRESIDENT & GENERAL MANAGER

FINANCE & CONTROL DIVISION
Treasurer & Controller

- ACCOUNTING OFFICE
  - Accounts Payable
  - Cash Office
  - General Accounting
  - Inventory Taking
  - Insurance & Taxes
  - Mail, Incoming
  - Payroll Office
  - Sales Audit
  - Statistical
- CREDIT OFFICE
  - Billing Customers
  - Cashiers in Office
  - Charge Accounts

OPERATING DIVISION
Store Superintendent

- ADJUSTMENTS
- ARCHITECT'S OFFICE
- CUSTOMER SERVICE
  - Floor Superintendents
  - Section Managers
  - Salespeople
  - Cashiers on Floor
  - Inspectors
  - Sales Clericals
  - Service Desks
  - Telephone & Mail Orders
  - Register Service
- DELIVERY

PERSONNEL DIVISION
Personnel Director

- EMPLOYMENT OFFICE
  - Interviewing
  - Placement
  - Terminations
- HOUSE ORGAN
- PERSONNEL BUDGETS
- PERSONNEL TESTING
- RECORDS & REVIEWS
  - Budgets & Records
  - Job Analyses
  - Rating & Reviews
- TRAINING
  - Induction & System
  - On the Job
- WELFARE & HEALTH

MERCHANDISING DIVISION
General Merchandise Manager

- BUYING OFFICES*
- COMPARISION BUREAU
- DIVISION MANAGERS
  - Department Managers
  - Ass't Managers
  - Salespeople
- FASHION COORDINATION
- HOME PLANNING BUREAU
- MERCHANDISE PLANNING & CONTROL
- MERCHANDISE RESEARCH

* Buying offices are under jurisdiction of top management but used largely by the Merchandising Division

SALES PROMOTION DIVISION
Sales Promotion Manager

- ADVERTISING DEPARTMENT
  - Artists
  - Copywriters
  - Direct Mail
  - Layout
  - Radio & TV Progra
- DISPLAY DEPARTMEN
  - Interior Displays
  - Sign Room
  - Window Displays
  - Exterior Displays
- PUBLIC RELATIONS
  - News Releases
  - Public Fashion Show

(Continued Next Page)

DEPARTMENT STORE ORGANIZATION CHART[1]

EXHIBIT G

STOCKHOLDERS

BOARD OF DIRECTORS

PRESIDENT

VICE PRESIDENT & GENERAL MANAGER

STAFF

Other Advisory Services

...nent	OPERATING DIVISION Store Superintendent	PERSONNEL DIVISION Personnel Director	MERCHANDISING DIVISION General Merchandise Manager	SALES PROMOTION DIVISION Sales Promotion Manager	BRANCH STORES Executive in Charge of Branches
	...DJUSTMENTS ...RCHITECT'S OFFICE ...USTOMER SERVICE Floor Superintendents Section Managers Salespeople Cashiers on Floor Inspectors Sales Clericals Service Desks Telephone & Mail Orders Register Service ...ELIVERY	EMPLOYMENT OFFICE Interviewing Placement Terminations HOUSE ORGAN PERSONNEL BUDGETS PERSONNEL TESTING RECORDS & REVIEWS Budgets & Records Job Analyses Rating & Reviews TRAINING Induction & System On the Job WELFARE & HEALTH	BUYING OFFICES* COMPARISION BUREAU DIVISION MANAGERS Department Managers Ass't Managers Salespeople FASHION COORDINATION HOME PLANNING BUREAU MERCHANDISE PLANNING & CONTROL MERCHANDISE RESEARCH * Buying offices are under jurisdiction of top management but used largely by the Merchandising Division	ADVERTISING DEPARTMENT Artists Copywriters Direct Mail Layout Radio & TV Programs DISPLAY DEPARTMENT Interior Displays Sign Room Window Displays Exterior Displays PUBLIC RELATIONS News Releases Public Fashion Shows	Audit Credit Store Planning Maintenance Receiving Transfer of Merchandise Employment Training Merchandising Sales Plan Advertising Display Special Events

(Continued Next Page)

DEPARTMENT STORE ORGANIZATION CHART[1] (Cont'd)

- Charge Authorization
- Credit Interviewers
- Deferred Payments

CREDIT UNION
EXPENSE CONTROL
LAYAWAY OFFICE
MERCHANDISE STATISTICS

ELEVATORS & ESCALATORS
HOUSEKEEPING
MAIL DIVISION
MAINTENANCE
- Air Conditioning
- Carpenters
- Electricians
- Heating
- Lighting
- Painters
- Plumbers

PACKING & PICK-UP
PRINTING
PURCHASING DEPARTMENT
RESTAURANTS
STORE PROTECTION
TRAFFIC DEPARTMENT
- Order Office
- Receiving
- Marking
- Stock Rooms

WAREHOUSE
WORKROOMS
- Women's Alteration
- Men's Busheling
- Fur Repair
- Fur Storage
- Picture Framing

Special Events
Use of Auditorium

[1] pp. 14-15, The Buyer's Manual, National Retail Merchants Association, New York, 1965.

DEPARTMENT STORE ORGANIZATION CHART[1] (Cont'd)

ELEVATORS &
ESCALATORS
HOUSEKEEPING
MAIL DIVISION
MAINTENANCE
Air Conditioning
Carpenters
Electricians
Heating
Lighting
Painters
Plumbers
PACKING & PICK-UP
PRINTING
PURCHASING DEPARTMENT
RESTAURANTS
STORE PROTECTION
TRAFFIC DEPARTMENT
Order Office
Receiving
Marking
Stock Rooms
WAREHOUSE
WORKROOMS
Women's Alteration
Men's Busheling
Fur Repair
Fur Storage
Picture Framing

Special Events
Use of Auditorium

. . . And any other matters pertaining to individual branches or liaison with main store

Manual, National Retail Merchants Association, New York, 1965.